



A TALE
OF TWO
PROJECTS



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COMMUNITY PARTICIPATION: A TALE OF TWO PROJECTS

by

ANDREW FRANKLIN MERRIELL

B.S.A.D., Massachusetts Institute of Technology
1971

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF
ARCHITECTURE

at the

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

June, 1973

Signature of Author.....

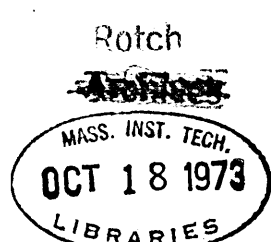
Department of Architecture
1 May 11, 1973

Certified by.....

Thesis Supervisor

Accepted by.....

Chairman, Departmental Committee
on Graduate Students



COMMUNITY PARTICIPATION: A TALE OF TWO PROJECTS

by ANDREW F. MERRIELL

Submitted to the Department of Architecture
on May 11, 1973 in partial fulfillment of the
requirements for the degree of
Master of Architecture.

ABSTRACT

"Kids don't appreciate anything you do for them. They'll tear it down." is a statement often made about places built for kids. It's not that kids are bad. What is bad is the idea that anybody can do good things for kids. The really good things that have been done for kids have also been done by kids.

Spaces for kids should be designed, and should be built by kids. It makes the space into much more than a space, but an accomplishment as well. It isn't easy to do, however, as shown here by two examples in which the attempt was made to build a space by and for kids where there was none before. In neither case did it finally happen — and in neither case was it the fault of the kids.

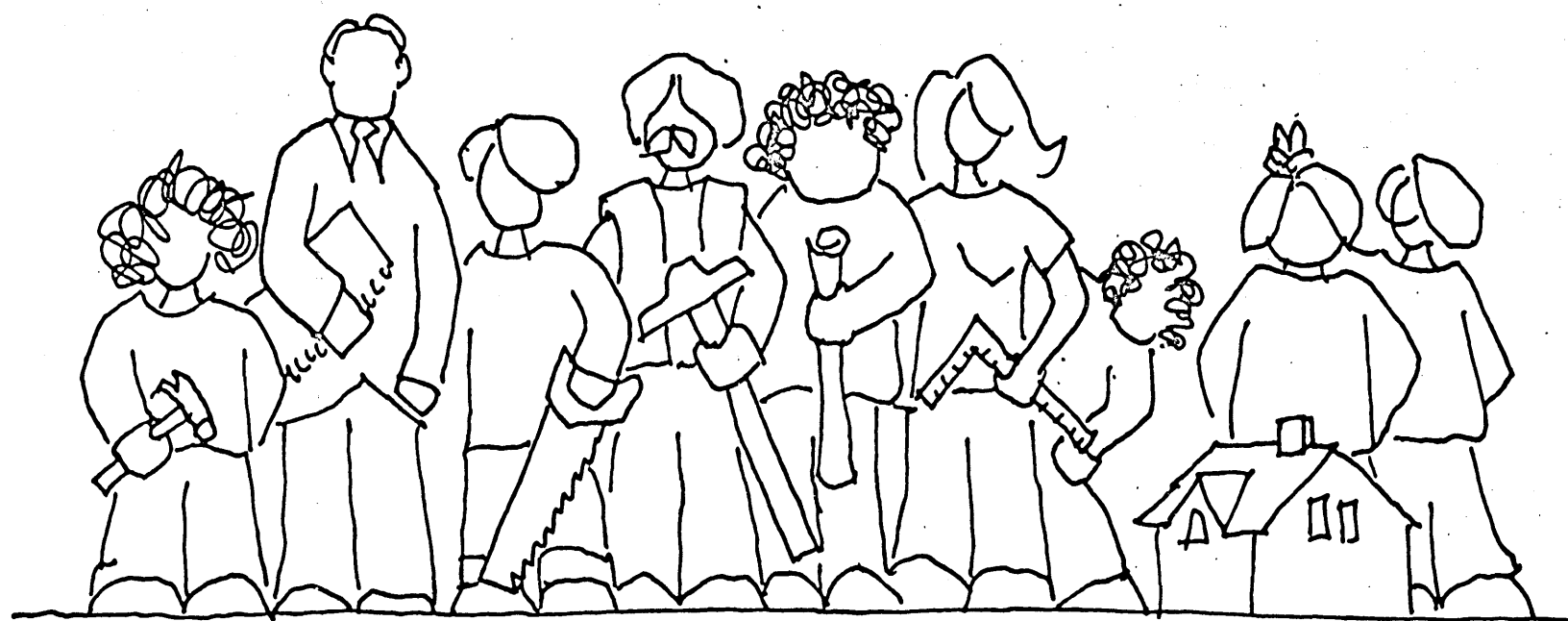
This is a diary with observations of those two attempts.

Thesis Supervisor: Jan Wampler
Title: Assistant Professor of Architecture

ABSTRACT

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A TALE OF TWO PROJECTS



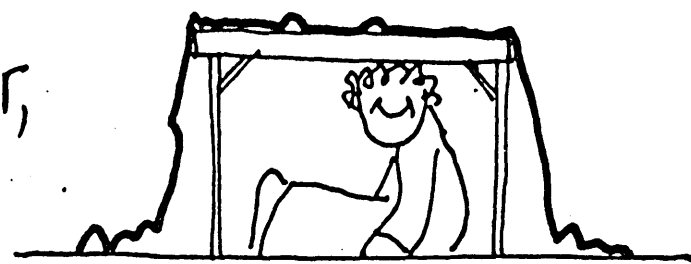
A COMMUNITY ARCHITECTURE PRIMER

by

Andy Merriell

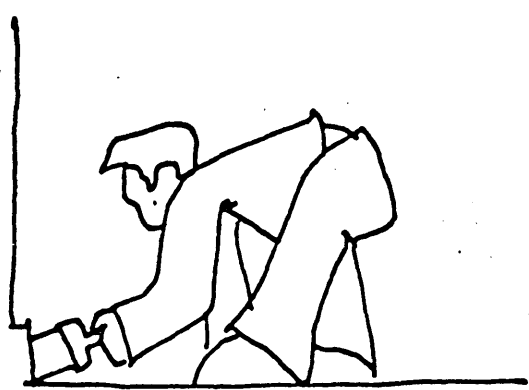
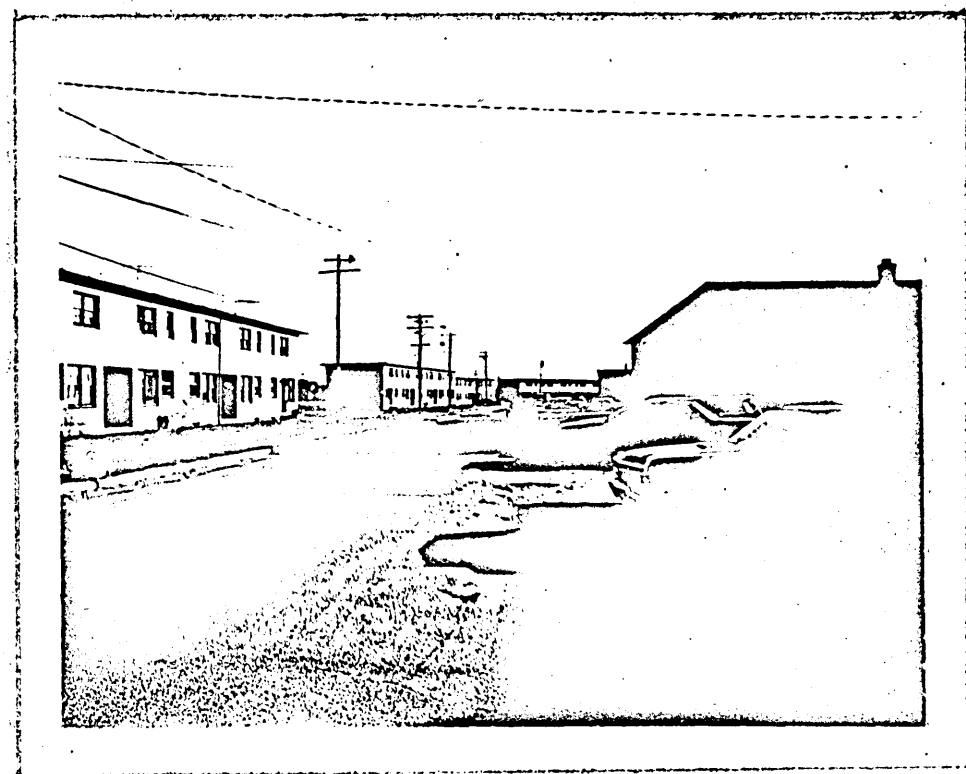
illustrated
by the author

Everyone who, as a child, covered a card table with a blanket to make a house has felt the need to be involved with his environment. As we grow older, the kinds of spaces we can use constructively get more complicated and less easy to build or change. People often need architects or builders to help them do this.



Architects, people, and buildings usually get along very well with each other when there is only one person (or family) who will use the building, and that person has enough money to hire an architect and get exactly what he needs and wants.

Most buildings nowadays are used mostly by people who have never seen the architect. Often these buildings are not right for these people, but the people have to use them anyway, because they don't have enough money to live somewhere else, and certainly not enough money to hire an architect to build a new building (or change the one they have to live or work in.)



Many people, when they move to a new place, like to paint it. This gives a fresh, new look to the place, and says, "This is now my apartment. I have chosen its colors, I have given it some of my time, and I have had a say in the appearance of my own environment."

Painting is, however, not always enough to change a building that may not be right for a person. There may be too many separate rooms, or too few. The spaces may be too large, or too small.

Most people, however, don't add or subtract walls, or floors, or windows, or doors of a building in the same way they would paint it.

There are many reasons for this: Landlords are afraid of tenants "devaluing" the property by changing it to suit an individual need. Some renters are not even allowed to paint their own apartments, unless the landlord chooses the colors. It is often hard to get a building permit in the city if the person applying for the permit is not a licensed contractor or the owner of the building. Many people don't know very much about architecture and buildings, and are afraid of doing something to their house which might cause it to collapse. Many people don't have a good idea of the range of architectural options available to them.

These problems are not unsolvable. One way is to make architectural help available to people who normally would not be able to hire an architect. This is possible if the architect has some independent way of providing for himself and his family. Another way is to build new buildings in such a way that people or groups of people who live or work or learn there can change the space without having to ask permission of the landlord, or obtain a building permit, or worry about the building falling down.

I believe that every person has a right to live in a place that is responsive to his needs, and right for him. I also believe that, as an architect, I can help make this possible. This is why I was involved in these projects, and this is the spirit behind this book.

There are very many people without whom, as they say, this work would not have been possible. There are a few, however, who deserve countless thanks for their invaluable help. Among them are

Annie Rossbach,
Kenaan Makiya, and
Ilkka Suvanto — you will meet them later in this paper.

Jim Serdy, for his excellent photographic work in spite of my own bungling of that job

Jan Wampler, for loaning me his advice, support, and rubber stamps

all the kids of the CRC and
the architecture course at
CITY, for being my teachers

and Lynn Cadwallader, for being my friend.

Cambridge, Mass
May 1973

foreword, acknowledgement

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the first project:
CRC SCHOOL

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the second project:
C.I.T.Y. STUDENT LOUNGE

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the Back
(drawings related to both
projects)

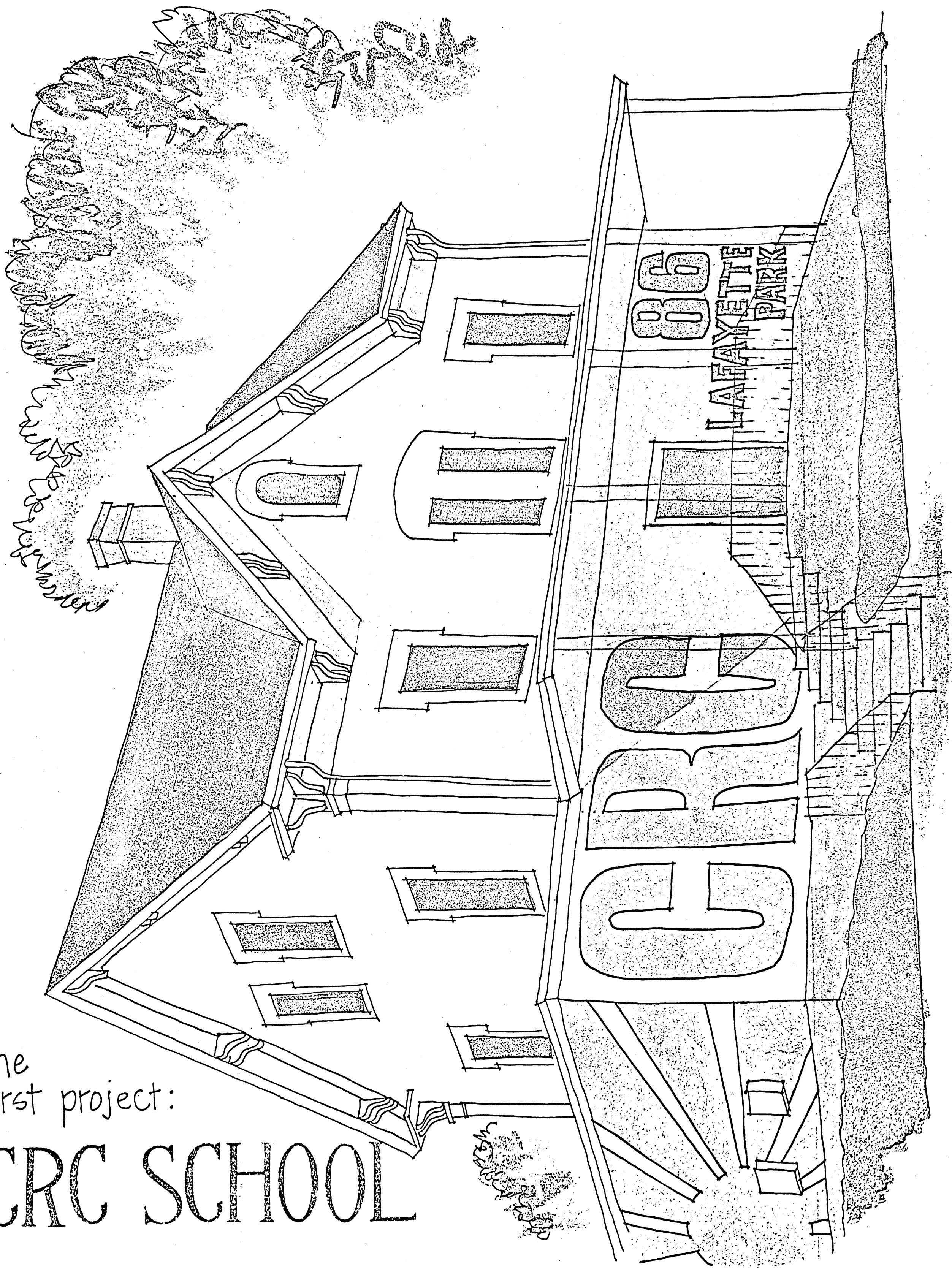
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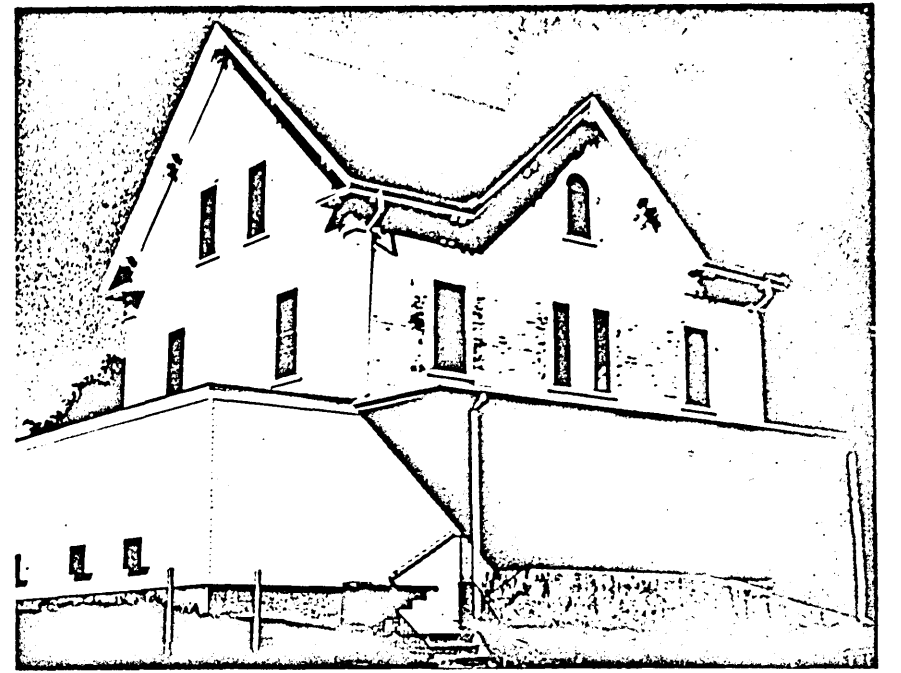
the
first project:

CRC SCHOOL

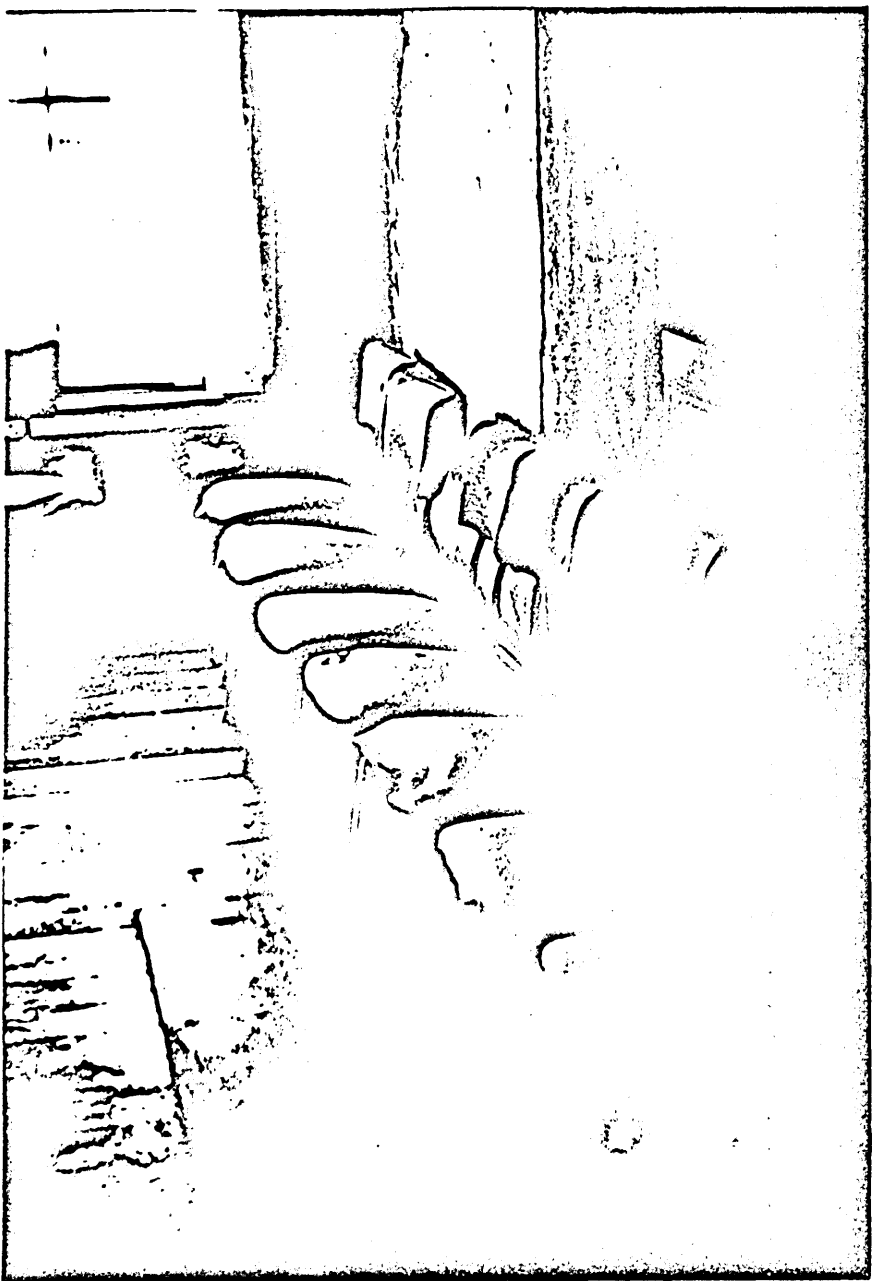


CRC stands for Community Residential Center. It was a house where up to twelve kids of high school age lived and had school. The kids that lived there had needs that they could not satisfy through the established social or educational systems. They were called "delinquents" and "dropouts". The CRC wanted to do these things for the kids:

1. Provide individualized help to kids with limited options (kids from poor families, mostly from minority groups)
2. Develop a viable alternative to the educational system
3. Use the CRC as a vehicle for affecting larger social change

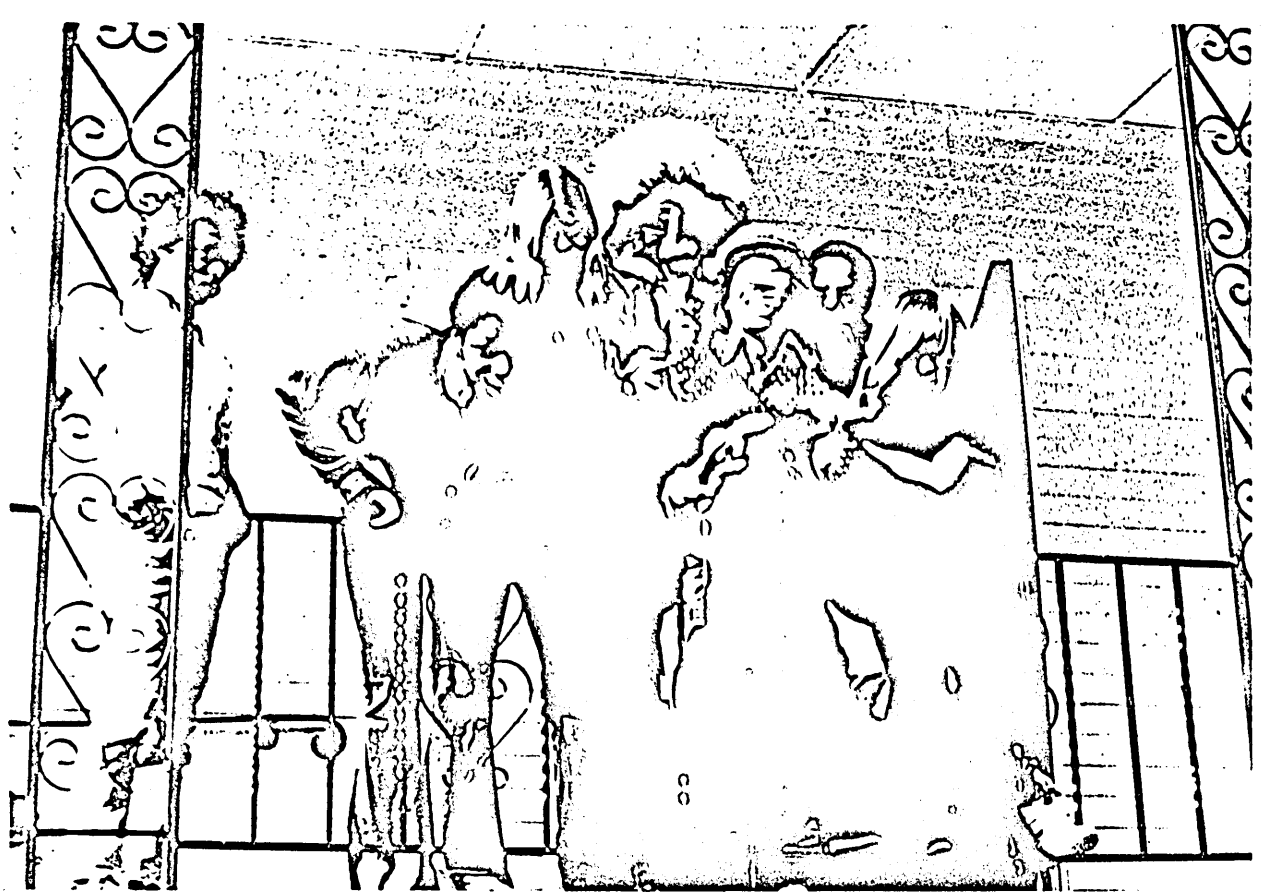


Before the CRC moved in, the house was a funeral home. It has three floors: the first was used as a common administrative and meeting space, the second was where the kids lived, and the third was unused. They weren't allowed to use it (by the Building Dept.) because there weren't enough ways to get out in case of fire.



CRC SCHOOL was the name of their alternative to the public schools. Most of the school was held outside of the house, using educational resources of the surrounding community. However, with colder weather coming the school started to head home to the house. The problem was that there was no place in the house for the school. The beginnings of a solution to the problem lay in a whole third floor full of empty space.

GOALS OF THE PROJECT:



1. Turn about 1200 square feet of empty attic space into a school for 25 kids
2. Use the design of the school, and its construction as an educational resource for the school
3. Develop some tools for participation in the project in order to involve as many people as possible, and evaluate those tools

ABOUT THE CHARACTERS:

In order to avoid embarrassment of anyone who was involved in this story, I have changed the names. The names I have used were made up by Charles Dickens. They were chosen for their picturesqueness and depth of character. I have tried to match the characters as closely as possible to their Dickensian counterparts, but I must beg some indulgence. David Copperfield is, after all, a different story than this.

CRC STAFF/ADVISERS

Agnes Wickfield
Wilkins Micawber
Uriah Heep
Dr. Strong
Betsey Trotwood

Daniel Peggotty

STUDENTS

Tommy Traddles
James Steerforth
Li'l Em'ly
Mealy Potatoes
Mick Walker
Jack Madden (my spelling)

MY CAMP

Mr. Dick
Anne Rossbach (a real name)
myself

BUILDING DEPARTMENT:

Charles Mell
Edward Murdstone
Mr. Quinlon

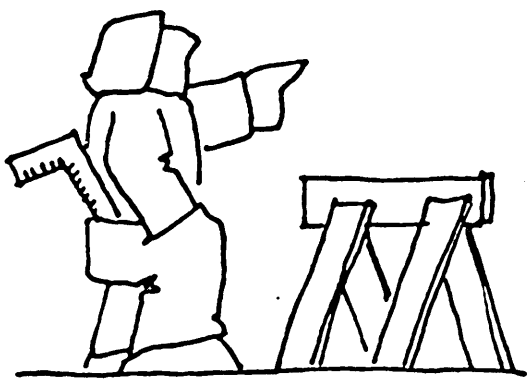
I GUESS IT ALL STARTED.....

When I first heard at the school that this project was available to students I knew it was going to be right up my alley, so going out to the CRC to meet the folks was more of a formality than a look-before-you-leap type visit. There happened to be an open house there, a good framework for such a visit. I had been told to contact Wilkins Micawber, which I did. He turned out to be the staff member in charge of Building, Grounds, and Vehicles, who had originally contacted MIT for architectural help. His plans for renovating the building, beyond getting students from MIT, were very vague. By talking with some of the kids there, I was able to establish that 1) Building a school was not among the most vital of kid interests, and 2) these kids would be able to give me very little help on a conceptual level.

SEP 16



SEP 19

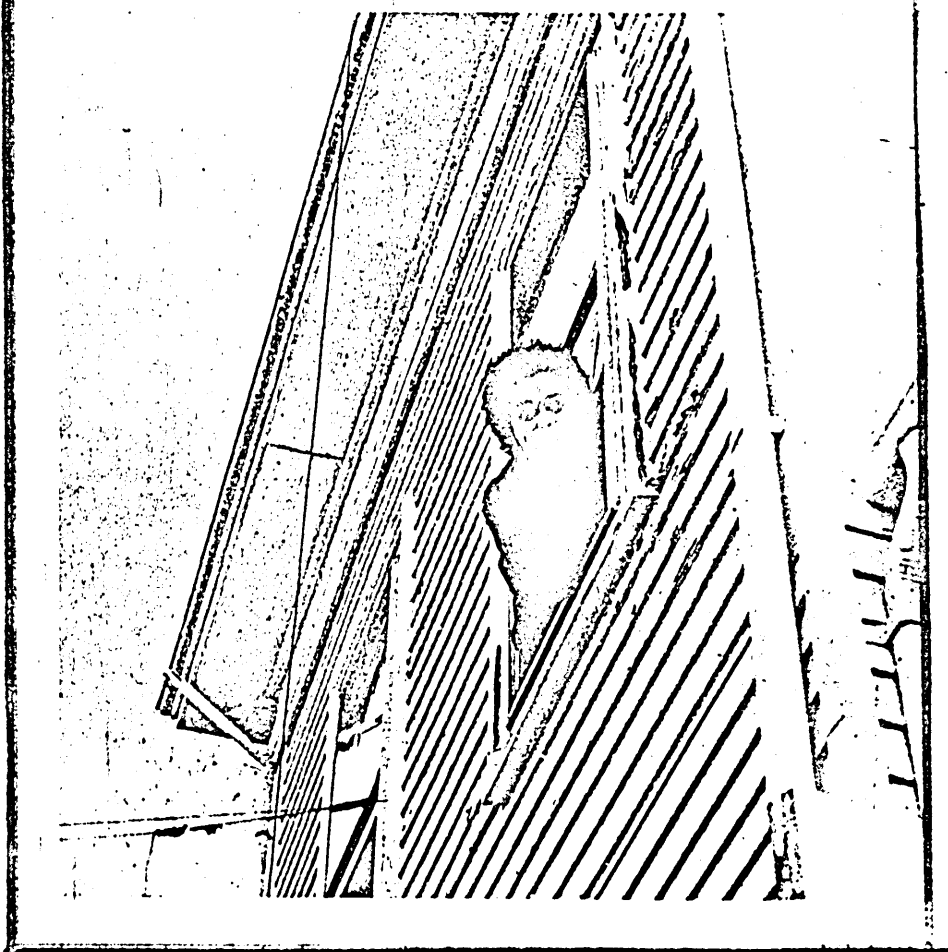


Tommy and I measured the whole third floor. This was the first time he had ever used a tape, and that exercise was called a class by the CRC school (a good

indication of how the school was set up. The aggregate of my visits was called a course.)

During this exercise I met Heep. He seemed suspicious of me and of the project, and very worried about money. His main concern was obviously with the money I was bringing to the project. (I had foolishly admitted that I was able to contribute as much as \$2000.00 from MIT for building materials, and was already becoming known as "the one with the \$2000.")

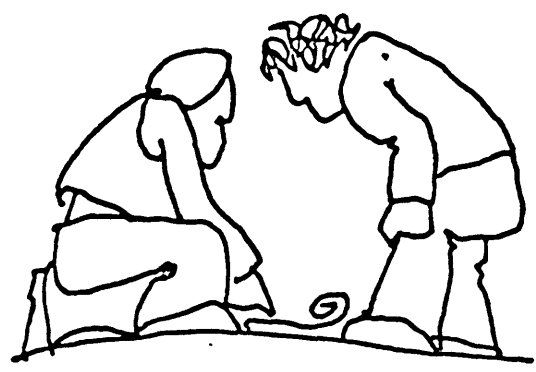
ME: "Can you think of anything you would like to have in the school?"
TOMMY: "Well, I dunno. I suppose there oughta be some chairs up there..."



BEGINNINGS

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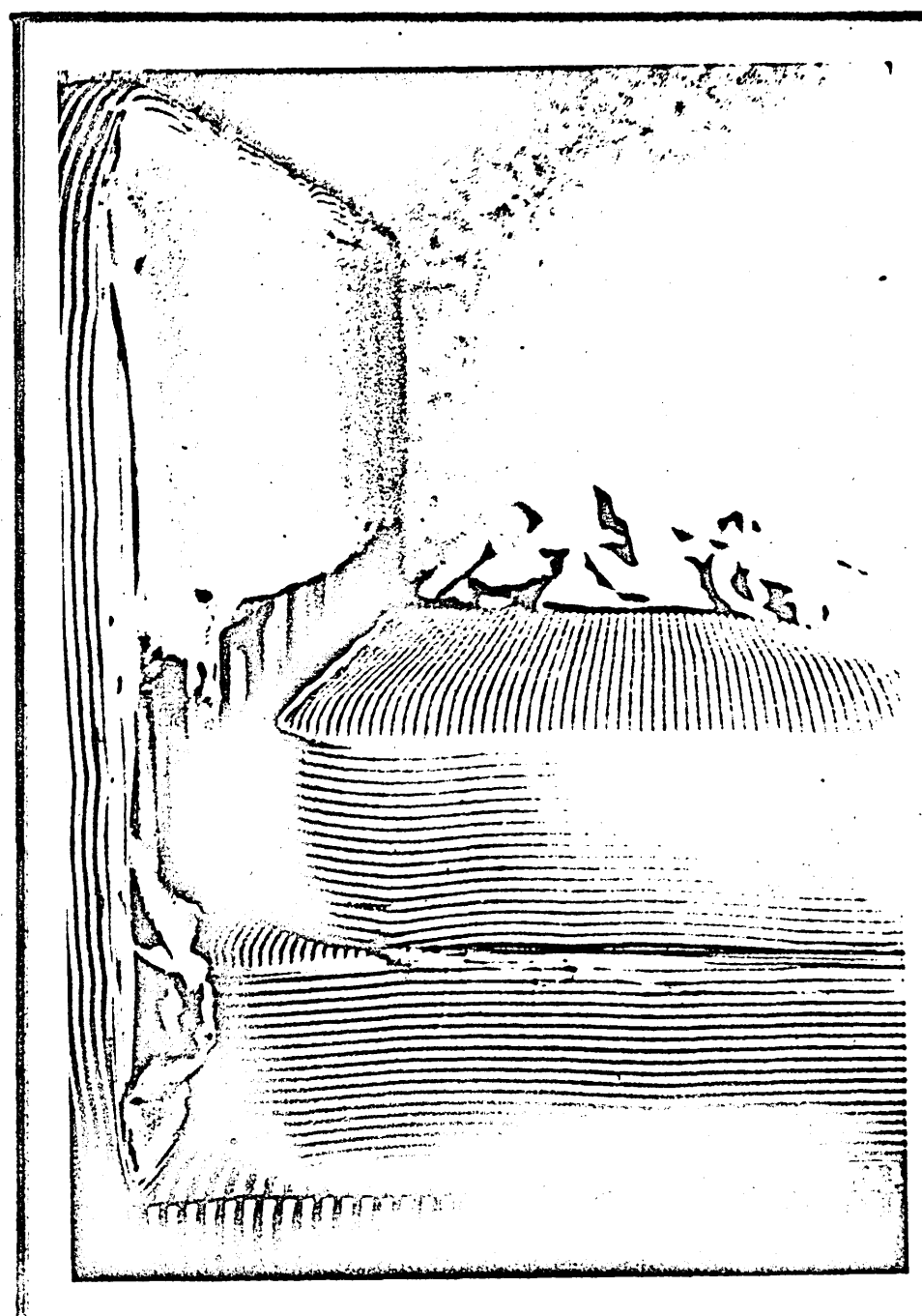
SEP 20



Wednesday nights were when the CRC school committee met. Those times were set up as the times when I would confer with the CRC staff. I met with the kids during "school" hours, once or twice a week. Today the project picked up another MIT student in the person of Annie Rossbach. She came along to this first meeting, at which I intended to do two things: Establish a groundwork of mutual trust between myself and the staff, and begin to acquaint the staff with some architectural options available to them in the design of the school. I made a statement of intent toward the first objective, and showed slides and told the story of a similar project (the Warehouse Cooperative School) toward the second.

Part of the meeting was held on the third floor, to get some idea of the space available, but, as might be expected, a plea for some programming ideas falls on confused ears. I suggested they move as many activities up to the third floor as possible in order to become more thoroughly acquainted with the space, and gave them another week to think about what kind of spaces were needed.

It became clear that a model at large scale ($\frac{1}{2}'' = 1'-0''$) was absolutely necessary to effect any kind of meaningful interaction between myself and the folks. The design input of the CRC people (kids and staff) would be in the form of playing with a model in the same way they would play with a doll's house — but without fixed "rooms".



IMPORTANT ISSUE: I told the staff that having to go to the building department for approval was likely to cause annoying delay, re-emphasizing the limitations on the time of our (Annie's and my) involvement. I was confident of our collective ability to come up with a safe design, and the staff (Heep included) all agreed that to wait for building department approval before beginning work would be a mistake.

ABOUT BUILDING CODES they exist for a very good reason—to protect people from catastrophe resulting from poor construction or design. The code is mostly intended to prevent collapse of buildings and to insure easy exit in case of fire.

Unfortunately, the code was written many years ago, and, in order to be workable, has to be very general. It is often true that new buildings of innovative design, although perfectly safe, do not conform to all parts of the code.

The code is enforced by a **BUILDING INSPECTOR**. His job is to make sure that any building which undergoes any kind of construction conforms to the code. The strictness with which the code is enforced depends on the inspector. Building inspectors work for the government, and tend to be conservative, architecturally and politically.

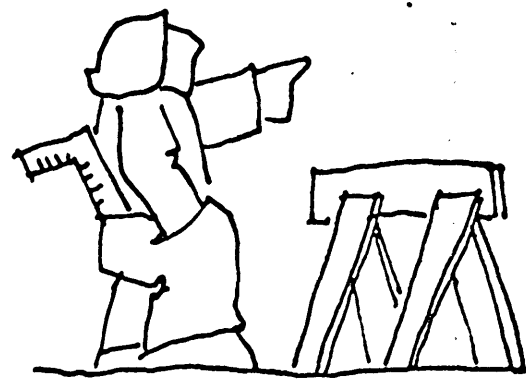
A building built or renovated to support a new lifestyle is not likely to be very similar to the buildings for which the code was written, and may "violate" the code even if it is perfectly safe. The Building Inspector can refuse to permit construction of such a building, and usually will, for these reasons: 1) He believes the building is unsafe, because it is like no building he has ever seen. 2) The sponsor of the project may not be willing to pay the inspector for ignoring parts of the code, 3) The inspector may not agree with the kind of lifestyle the building supports.

For all these reasons it is best when working on community architecture projects to avoid dealing with the Building Inspector whenever possible. It is not so much "breaking the law" as it is avoiding a less-than-fair law and its less-than-fair administration.

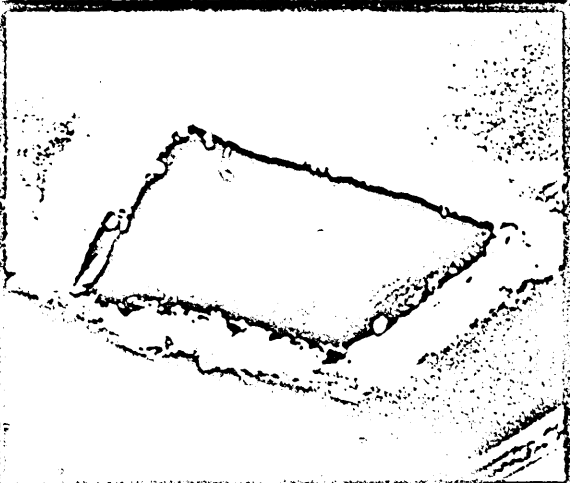
IN ALL CASES THE ARCHITECT SHOULD TAKE GREAT PAINS TO INSURE THE SAFETY OF ALL THE OCCUPANTS OF A BUILDING AT ALL TIMES!

I needed more measurements to build a model, and went to get them. Tommy was not there, and nobody else was willing to help, so I worked alone. Nobody was using the third floor for any activity, despite my recommendation of the night before.

SEP 21

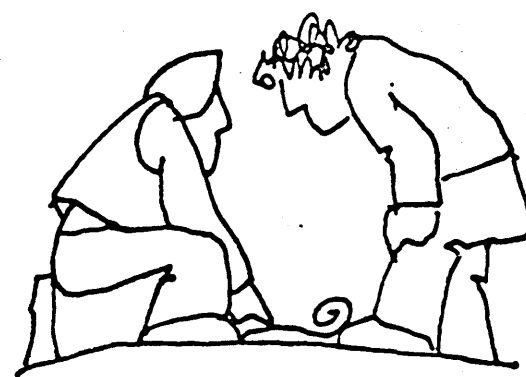


SEP 23



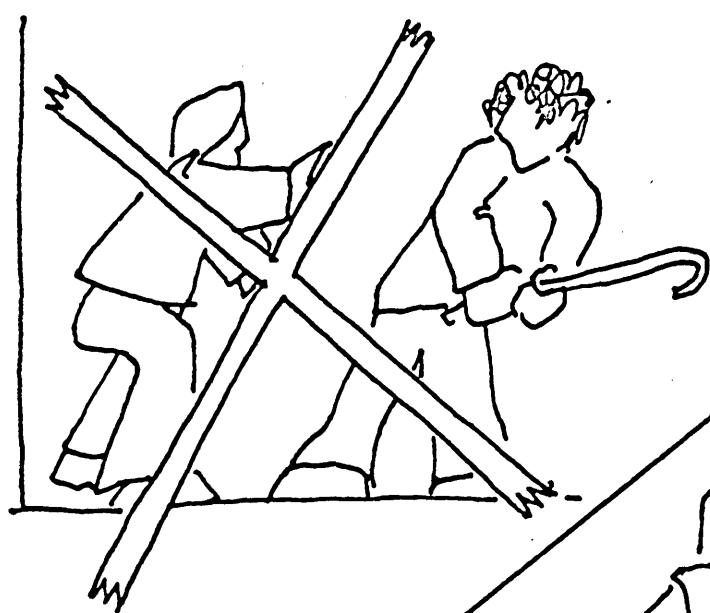
I needed more information about the roof framing and Annie and I went to see. Everybody there was leaving to go camping. We made a hole in the ceiling and went up to explore. The third floor still showed no signs of use.

SEP 27



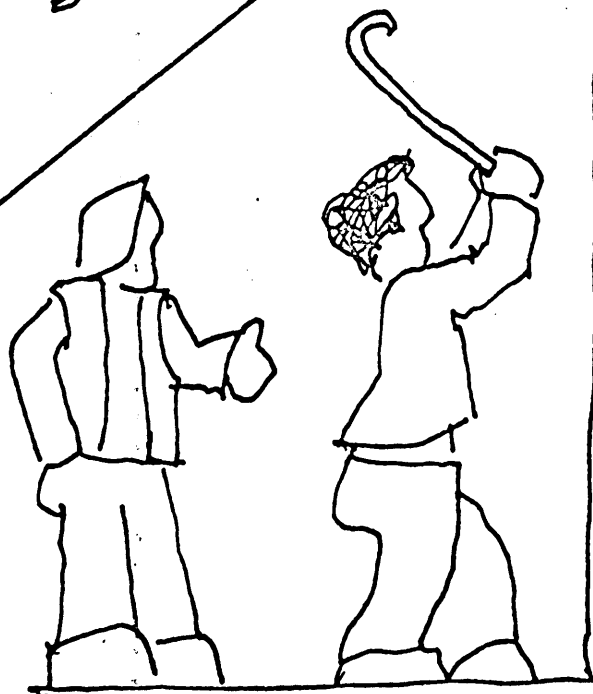
We brought the completed base model to the School Committee Meeting, and it worked the first real magic I had seen in this project. It was as if the folks could understand the space for the first time, even though they had been living there for several months. All of a sudden, the staff and students began coming across with a wealth of ideas about how the space should be used, and what kinds of furniture and spaces they wanted to see there.

BIG MISTAKE no. 1: The staff became so excited at this meeting that some of them wanted to go upstairs and start ripping out plaster. I foolishly suggested that such action was premature. I should have let them go ahead and make such a physical commitment to the project.



NO

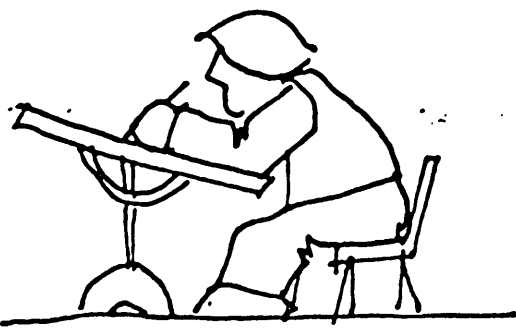
YES



WORK

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SEP 30



Annie and I met to synthesize the ideas and suggestions we had taken away from that last meeting into some kind of workable program, adding of course some of our own ideas.

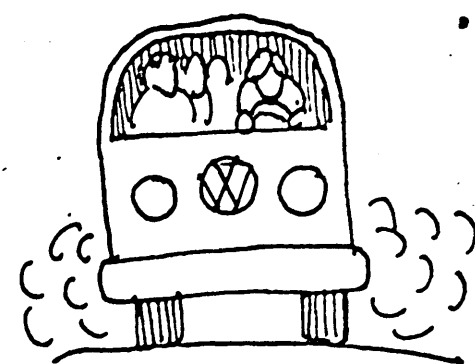
COMMUNITY ARCHITECTS are sometimes seen as technical tools of the community — experts who can provide architectural technology to implement decisions made entirely by the community. This is, of course, an important role of the architect, but the architect, with his expanded knowledge of architectural options, is not worth nearly as much to the community if he does not also play a major part in the decision making process.



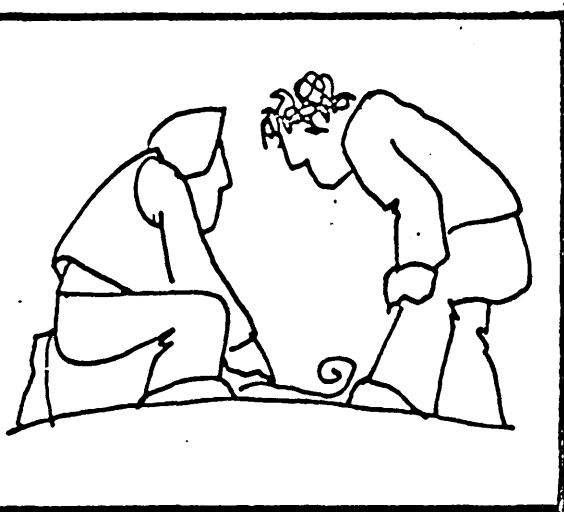
FIELD TRIP to MIT:

Agnes and five kids came to see the architecture studios, an example of a building that was turned by students into a place for students. The kids

OCT 4



liked the place pretty much, but mostly were excited by the prospect of being able to do the same kind of changes to their own building.



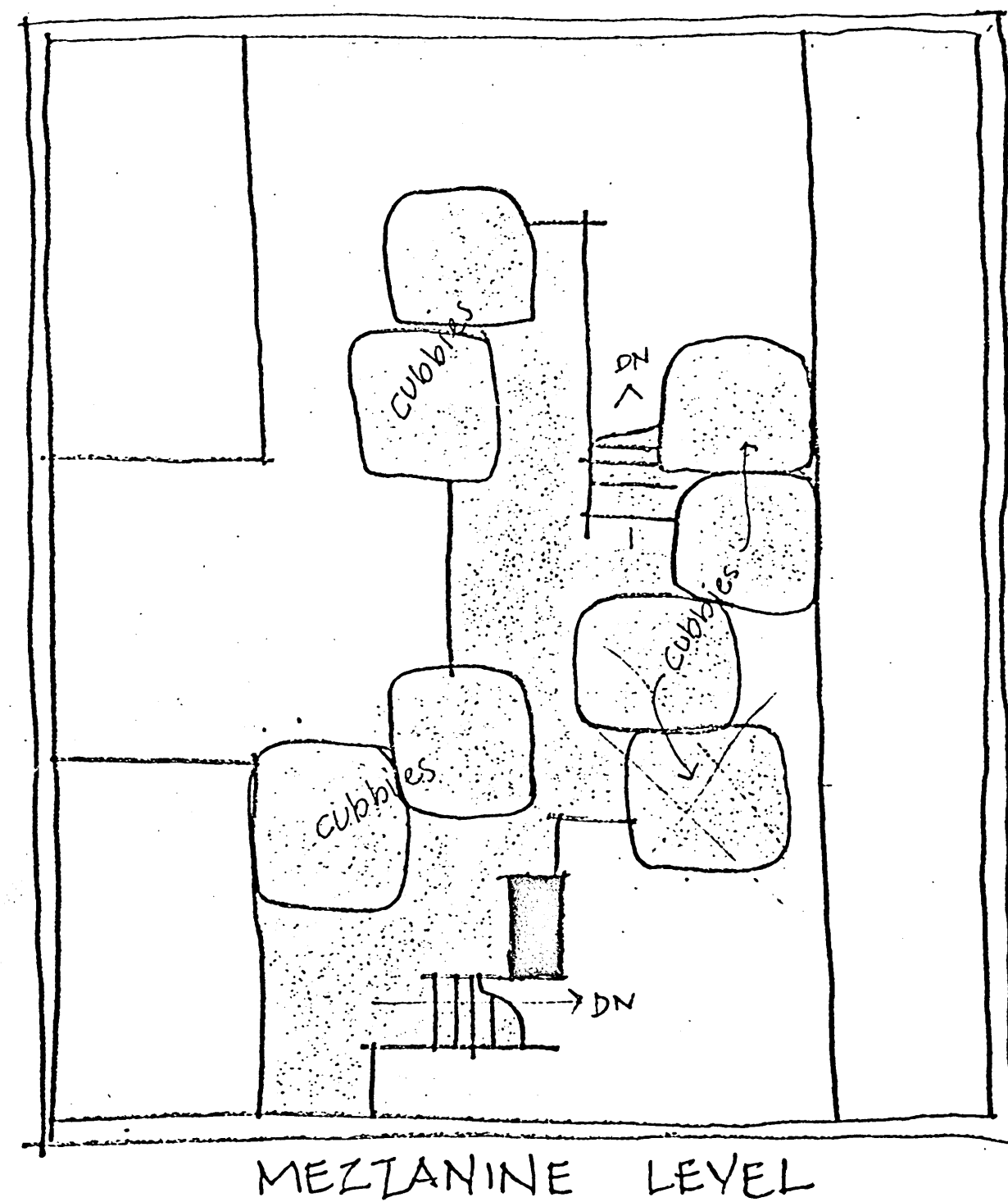
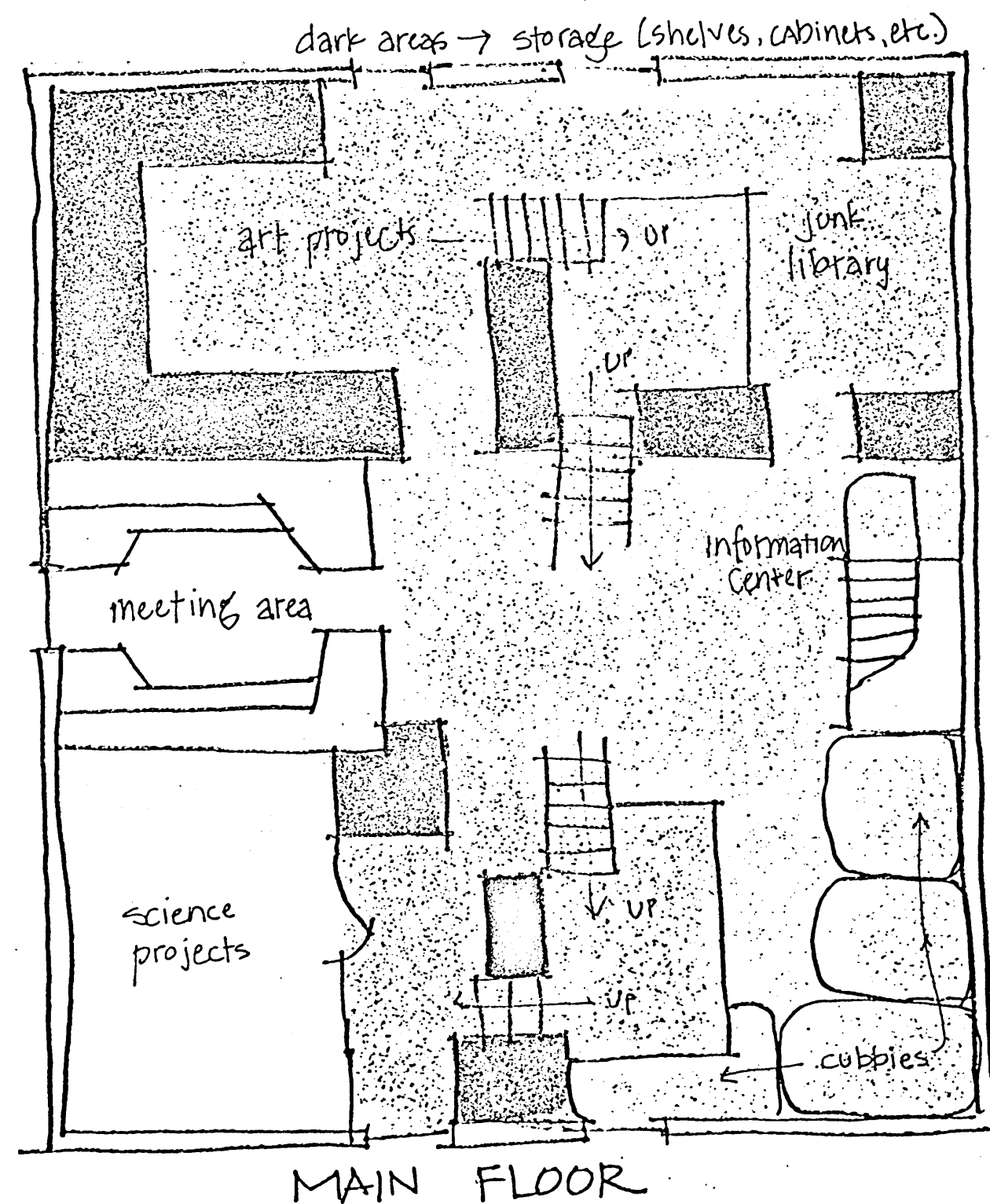
SCHOOL COMMITTEE MEETING: Annie and I had prepared three alternative sketch designs (plans and sections) to illustrate ways of implementing the ideas we had talked about in the last meeting. After some preliminary explanation, the staff was very good at reading and criticizing the presentation. The value of the ideas you get back seems to be proportional to the work you do, and the late nights we suffered through to put this material together were not wasted. The staff was quite vocal as to which parts of which schemes were good or bad. DEFINITELY IN are a meeting area under the dormer and one lockable room for science materials.

ARCHITECTURE

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This is an example of one of the sketch designs we first showed at the CRC.

(The original was 25% larger, (and colored) so disregard the scale. The other sketch designs are in an appendix at the back.)



CRC SCHOOL

SCHEME I

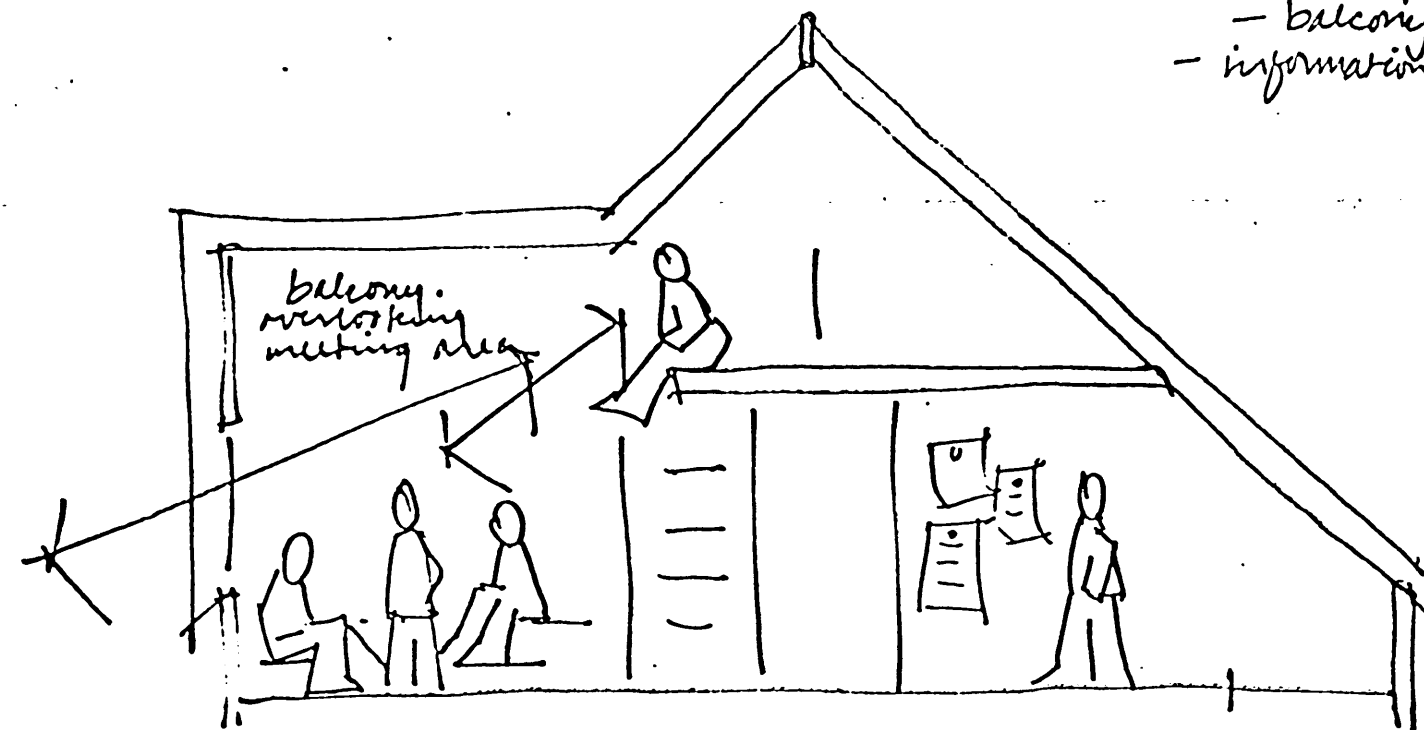
SCALE: 1/4" = 1'-0"



SCHEME I

SECTION SHOWING

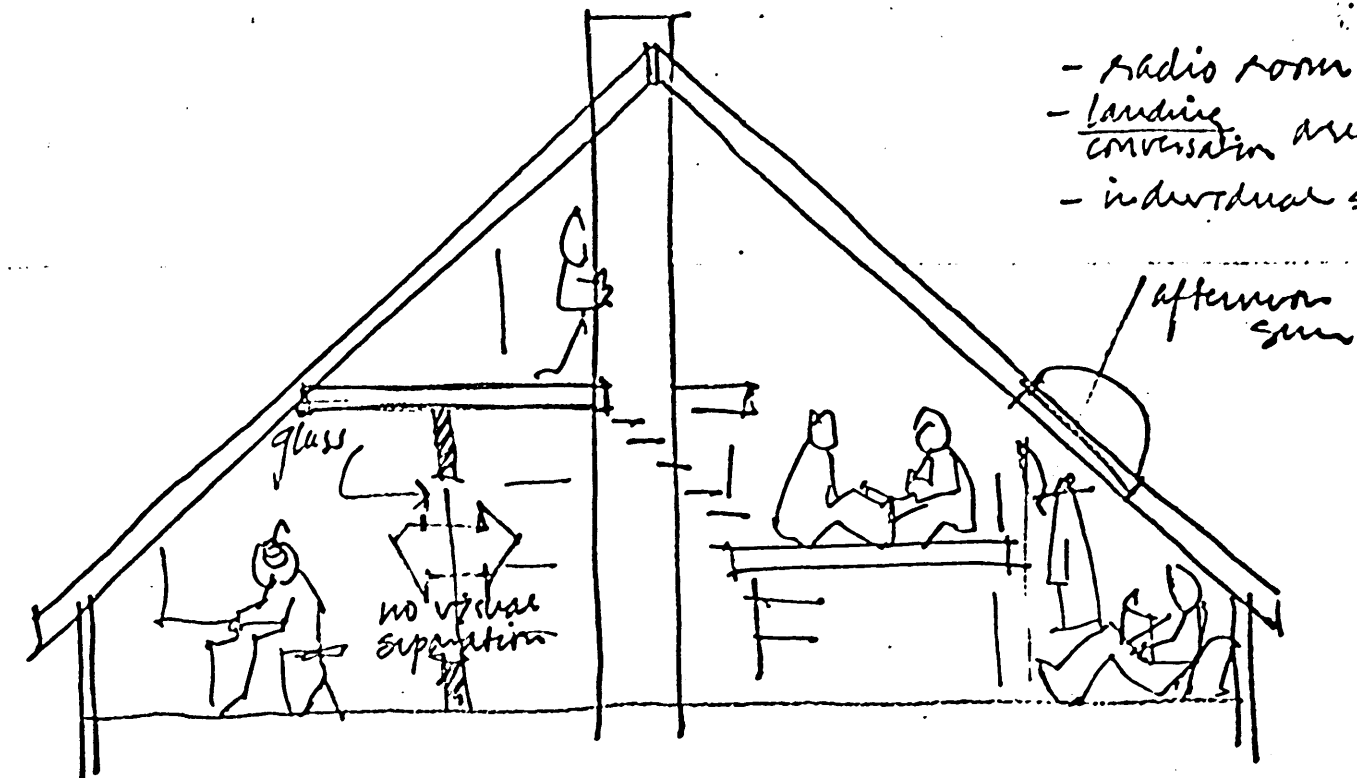
- meeting area
- balcony
- information area



SCHEME I

SECTION SHOWING

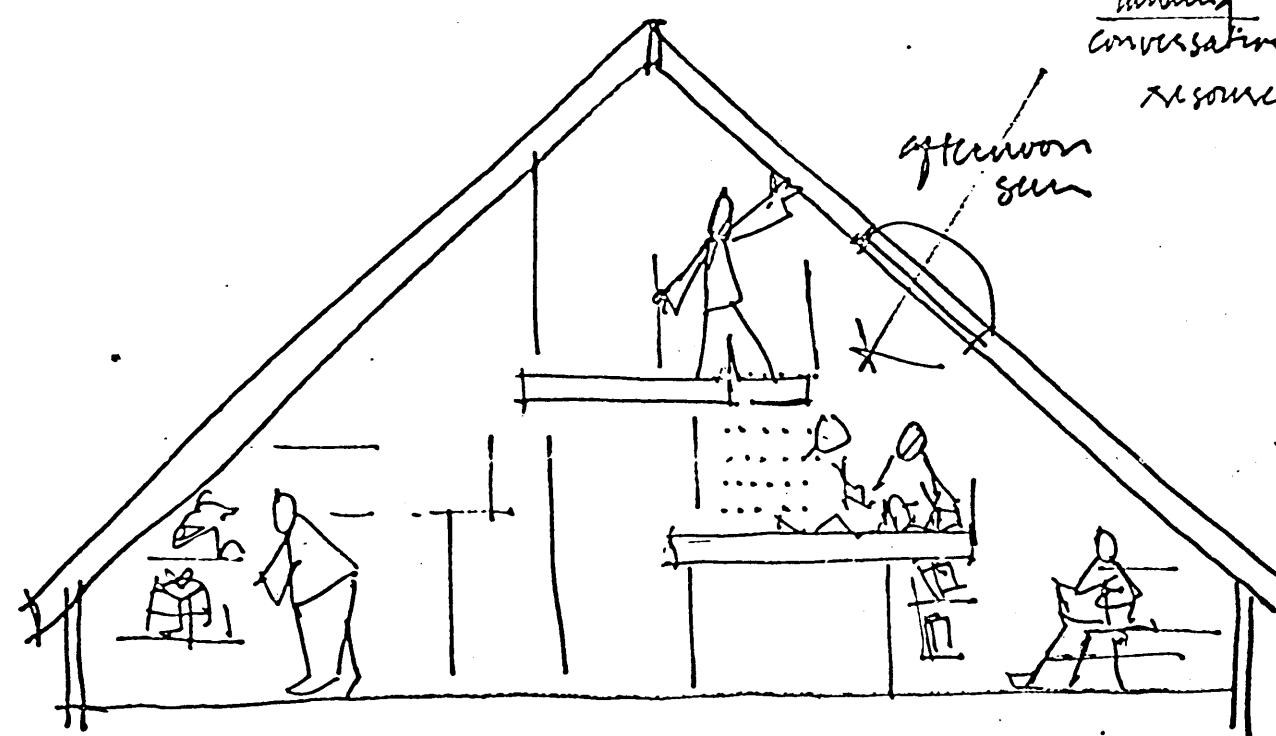
- radio room
- landing conversation area
- individual spaces



SCHEME I

SECTION SHOWING

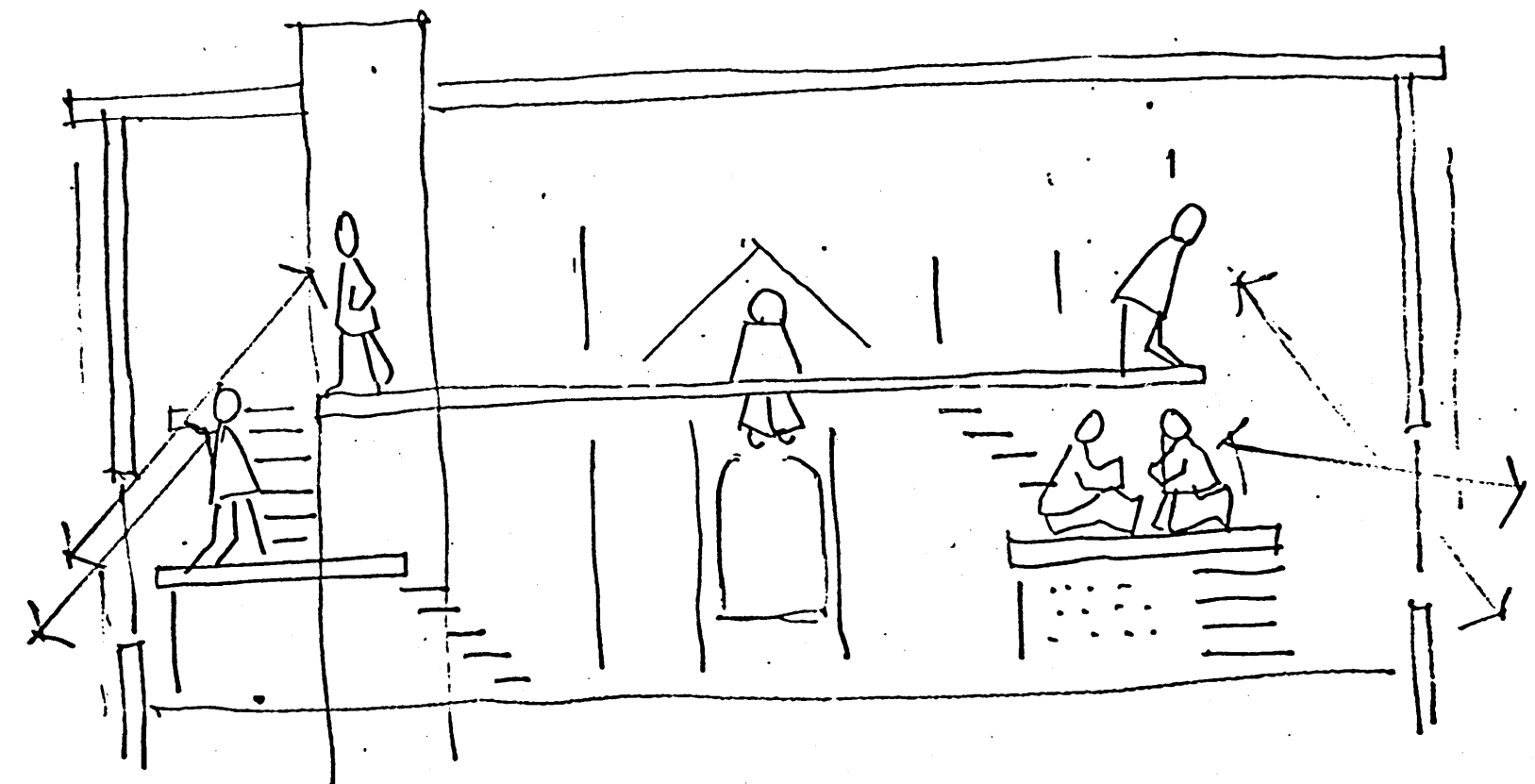
- landing conversation area
- resource areas



SCHEME I

SECTION SHOWING

- relationship between upper levels and windows
- stairs and landings



These are the sections that go with the previous page. The PROGRAM can also be found in the back.

This is why "the one with the \$2000" means so much to the CRC. Each year the CRC draws up a contract, or funding proposal, itemizing operating expenses. This budget (about \$150,000) is then submitted to the city, of which the CRC is an agency. The state (the Governor's Committee on Law Enforcement) agrees to pay 75% of the total expense on the condition that the CRC come up with the other 25% from other sources. This means that \$2000 from MIT for building materials means \$8000 total for the CRC. This is why Heep is so anxious to get the school project into the budget, and get a \$2000 commitment from me.

No wonder I begin to feel used. There are, however, reasonable ways in which I can avoid being used too much. These ways involve making the budget for the project close to \$8000 by contracting out the harder and more time-consuming jobs such as the fire escape and drywall.

Nevertheless, Heep, who knows little of the project (he never attends classes or school committee meetings) can be very bothersome with his incessant demands that I submit a detailed budget for the project to him. Beyond the fact that determining a budget means making a finished plan, which is contrary to the spirit of the project, it seems downright unfriendly to be putting pressure on somebody who is volunteering time as well as bringing in money. I get the feeling that Heep is very conscious of his power as handler of the money, and is jealous of anyone or anything that threatens his position. The school project is, in a way, threatening to him — it has generated a lot of interest, and he has chosen not to be involved up to this point. I think Heep now sees his opportunity for involvement in the project in the form of holding a financial rein on it.

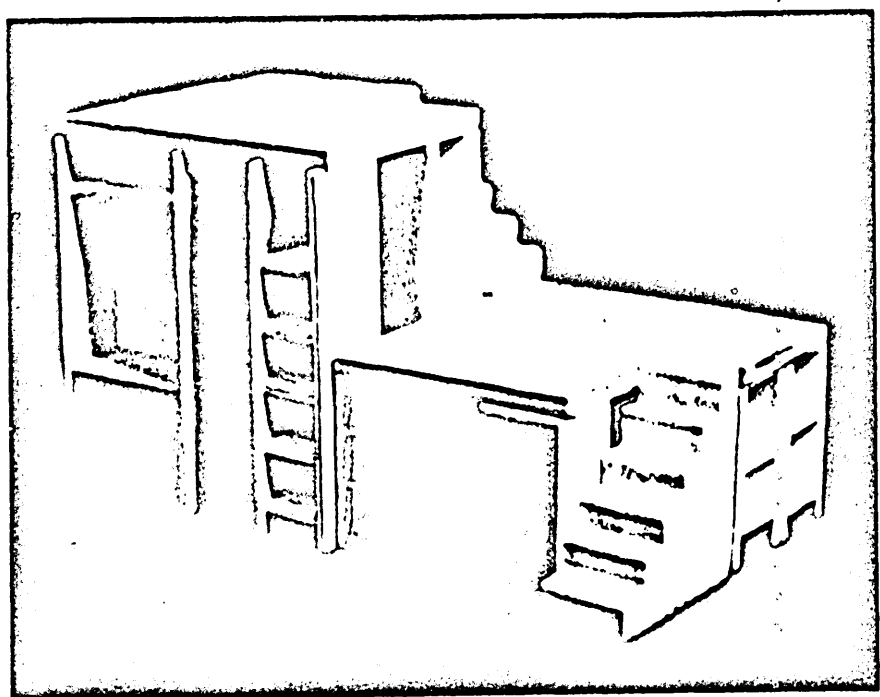
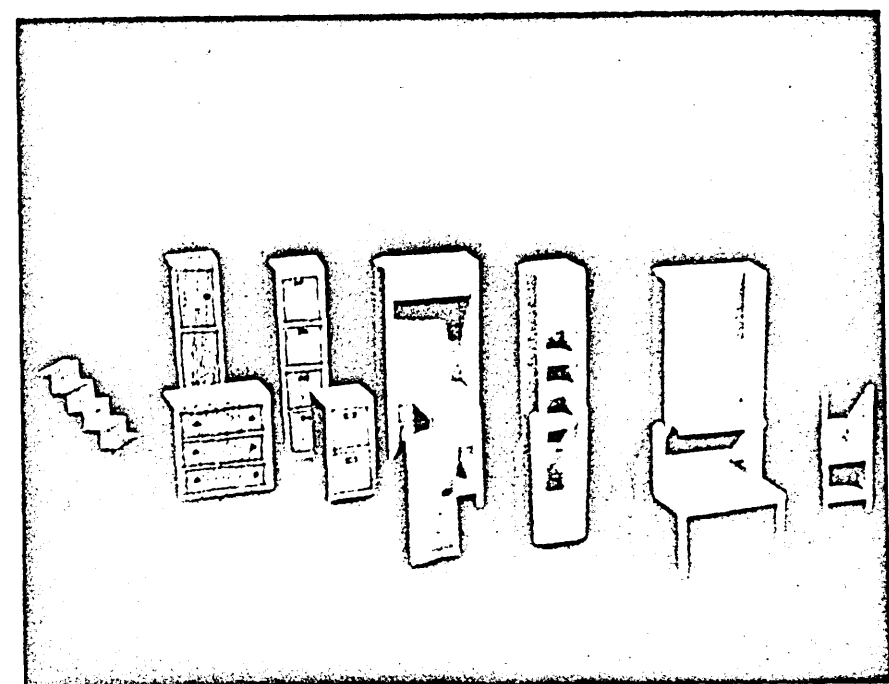
There is a great mutual distrust between myself and Heep. I hope this distrust of me does not extend to others on the staff.

The sketch designs were very useful in terms of dealing with the staff, but the kids, as I have already mentioned, were not good at any kind of conceptual thinking, and much of the stuff we had on paper was lost to them. With any community project, there is a complicated plurality of "clients." It is good to realize just WHO you are really working for. So far in this project it has been:

1. CRC STAFF — who have specific needs in terms of how they deal with the kids.
2. CRC KIDS — who have specific educational and social needs
3. ANNIE — who needs to broaden knowledge of design through this project
4. MYSELF — who needs to gather material for a graduate thesis through this project

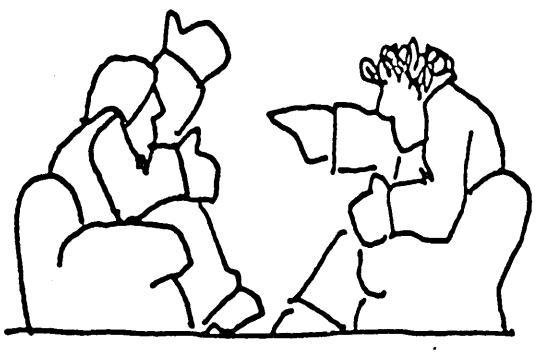
Up to this point it has really been the kids who have most been left out of the project, yet what is projected is a school space for the kids. So far the model has been the only design tool that the kids have been able to relate to, so that will become the focus from now on, when working with both kids and staff.

What was needed was a building system which was flexible and manipulable and that could be used in the model in much the same way as it would be used at full scale. The best solution was a system of fully modular furniture which doubled as a building system, and was modelled by solid blocks for drawers and cabinets,



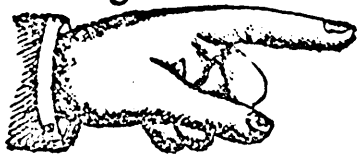
and plywood space models for shelves. There were also plywood pieces for representing walls or floors. The model became, in effect, a scale "doll's house" for designing space as well as dramatic conceptual play — it was hoped the kids could really project themselves into the model and be able to feel the space.

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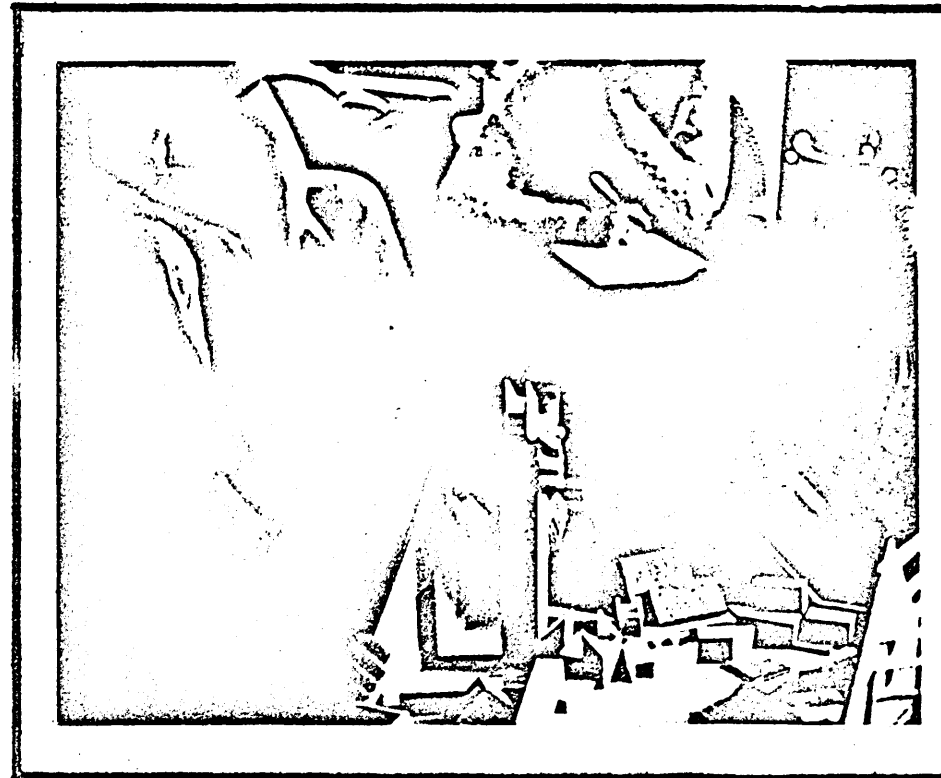
SCHOOL COMMITTEE MEETING: We thought that this time the staff would really be excited by what we had prepared - the model with all the furniture, but it just became a toy for the staff's three-year old kids. The important thing was that Heep was there - for the first time since the first meeting. He made a big show of being skeptical of our competence to take out walls without causing collapse of the house. The staff was easily taken in by Heep, and,

forgetting their prior commitment to avoiding the building dept., went along with Heep in the demand that we get a building permit (and draw up a complete budget) before doing any more work.



THIS DEMAND WAS LATER TO CAUSE THE DOWNFALL OF THE PROJECT.

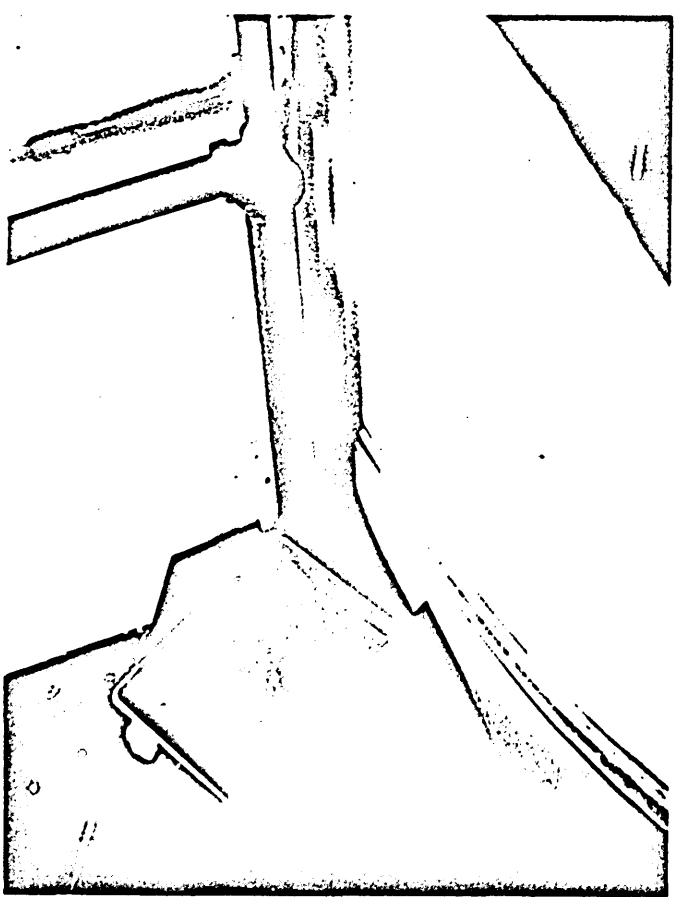
In this city, in order to get a permit you had to be a licensed builder or the owner of the building. Not only was I not a licensed builder, but I found out this night that the CRC was not the owner of this building they were planning extensive renovations to! The owner and sponsor of the program, the Council of Churches, hadn't even seen the plans. Thus I found that yet another "client" had been added to the list.



This, of course, threw an incredible maze of stumbling blocks in our way, whether calculated or not, and Heep had had his involvement (a powerfully destructive one) in the project. He had, with a word, undone weeks of hard trust-building work.

WHAT WE HAVE TO DO NOW:

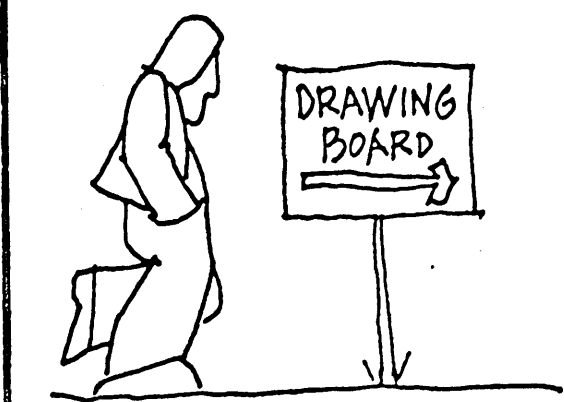
1. Draw up a phony completed plan
2. Estimate it, draw up a budget
3. Convince Council of Churches we are not devaluing the property
4. Get a Council of Churches person or a licensed builder to take out a building permit on the phony plan.



PROBLEMS

20

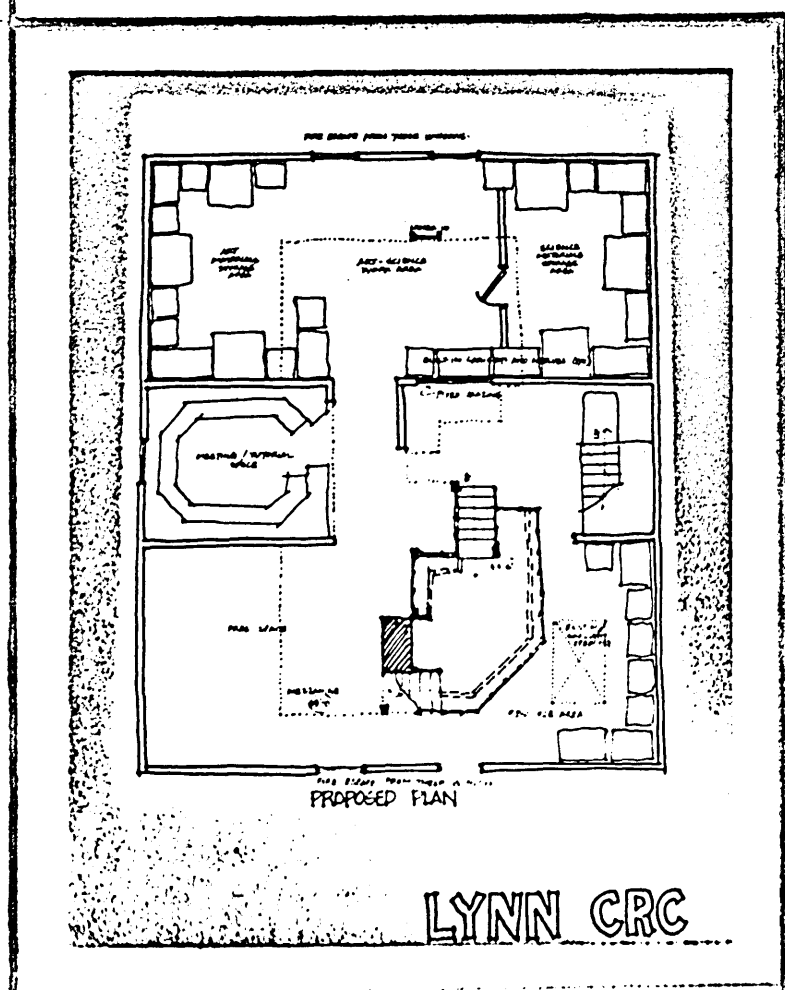
OCT 24



Confused and confounded, Annie and I ran to see Mr. Dick at MIT for spiritual advice and moral support. Together we decided to say this to the CRC staff:

We started out on this project hoping to deal with the CRC staff on the basis of a mutual trust, confidence, and understanding. We now feel that the staff has betrayed that trust by not having faith in our competence or our dedication to the project, and we now feel we cannot continue in the way we started. We feel we must make sure we are not being taken advantage of for the sake of the money we are bringing to the center, and have to know how this money is to be used before we go on.

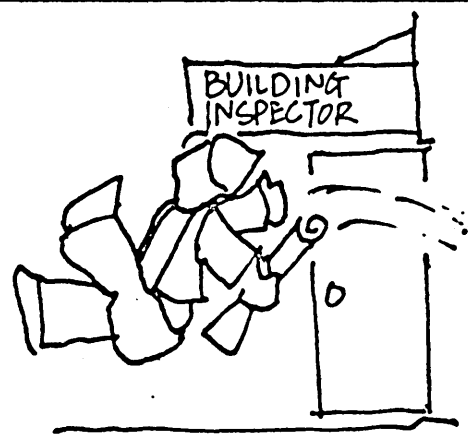
It seemed unfortunate, but it looked like we were now in the position of making counter-demands in order to avoid being taken advantage of. Mr. Dick was going to write a letter to the CRC explaining his position as the person in control of money from MIT, and demanding the CRC submit a copy of their budget to him. Other things we were going to require from the CRC were: the fire escape, plumbing, electrical, and heat were not coming out of money from MIT, but from GCLE funds matching that money; MIT or I would not be responsible for any injuries to anyone during the construction.



I had drawn up a plan for the purposes of showing the building inspector, and drawing up a budget for Heep. We estimated it with help from Mr. Dick, and that estimate came roughly to \$3000. This "design" was phony in the sense that it was hoped the "design" would never be complete, that the space would be changed often to suit changing needs.

I went to show the plan to the Building inspector, and had it (along with some major concepts) completely shot down. The idea of PLATFORMS was completely unacceptable on three counts: (1) it was open to the floor below (and thus a fire hazard); it didn't (2) have dual egress

OCT 24

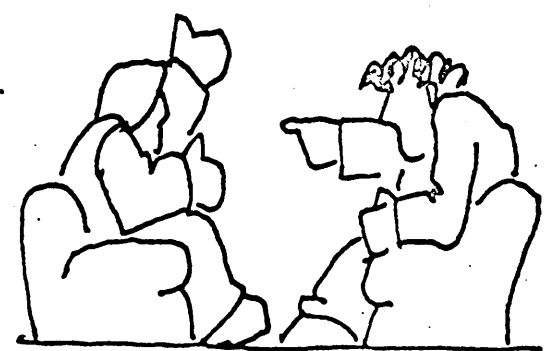


satisfactory to them; and (3) it made the house into a four story building — illegal for a frame house. This is a good example of the inflexibility of building inspectors — unable to deal with an innocent platform except as an additional floor. SKYLIGHTS were out because "we just don't allow them, that's all", and the OPEN STAIR down to the second floor was out as well.

When questioned about the reason he thought it was a fire hazard, Mr. Murdstone replied, "because of the type of kids living there." That is a fair indication of what we were up against.

Murdstone also said it looked like a school to him (the state definition is a building in which ten or more people are being instructed at one time) and that we would have to get permission from the State Department of Public Safety if that was true. The state school codes are impossible. We would have had to do possibly \$60,000 - \$70,000 worth of remodeling to the house alone before even starting the school construction, and even then we couldn't put it on the third floor. Deeper and deeper.....

OCT 25



The relationship between myself and the CRC staff was at a pretty important crossroads at this time, and I tried to set up a meeting in which the school project would be the only thing discussed.

Well, the staff was not willing to take one evening of their time to do this, which was fairly indicative of their interest and commitment to the project. The best I could do was to agree to meet on the regular school committee meeting night with the assurance that the project would be the first thing on the agenda.

SETBACKS

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OCT 30



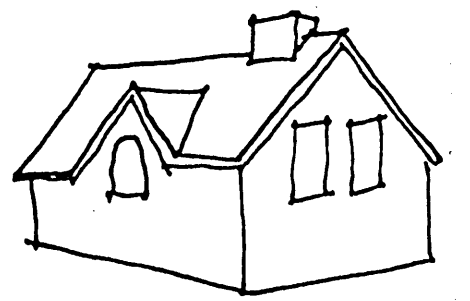
BIG MEETING: We discussed the proposed renovations with the BOARD OF DIRECTORS of the CRC, the big guys of which are Council of Churches people. The Board approved actions toward obtaining a building permit (whoopie) but required that a special Board meeting be called for final approval of the plan after the building permit was got. The Board was mostly worried about the cost of the thing, and we went over that part again for about the jillionth time. The sense of the meeting was that anything ok with the Building Dept was ok with the Council of Churches. This left us about where we started, EXCEPT -- the Board wanted to see completed plans, totally misunderstanding my explanation of the design process as I see it. I made a mental note of that battle I would fight if and when we got permission from the Building Department.

THE GOOD PART AT LAST!

(INVOLVING THE KIDS IN THE PROJECT THROUGH THE MODEL - IT WORKED!)

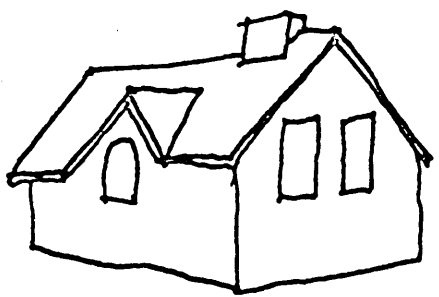
"CLASS": Not only were the kids really excited about designing the space in the model, but they invented ways of using the pieces that I hadn't even thought about. The flat plywood pieces (which I had intended for use as floors only) were used also for partial-height partitions, support for floors, lean-tos, and space enclosure. The kids couldn't relate to the idea of making walls by lining up the furniture pieces (cabinets, etc.) and used those pieces in a free-standing kind of way. They were used, however, to support platforms. The kids were mostly into making very small spaces, separating them from the main space by elevating or enclosing them, and equipping these spaces with desks - an indication they were really thinking about designing a school and not just playing with a play house.

NOV 3



DESIGN

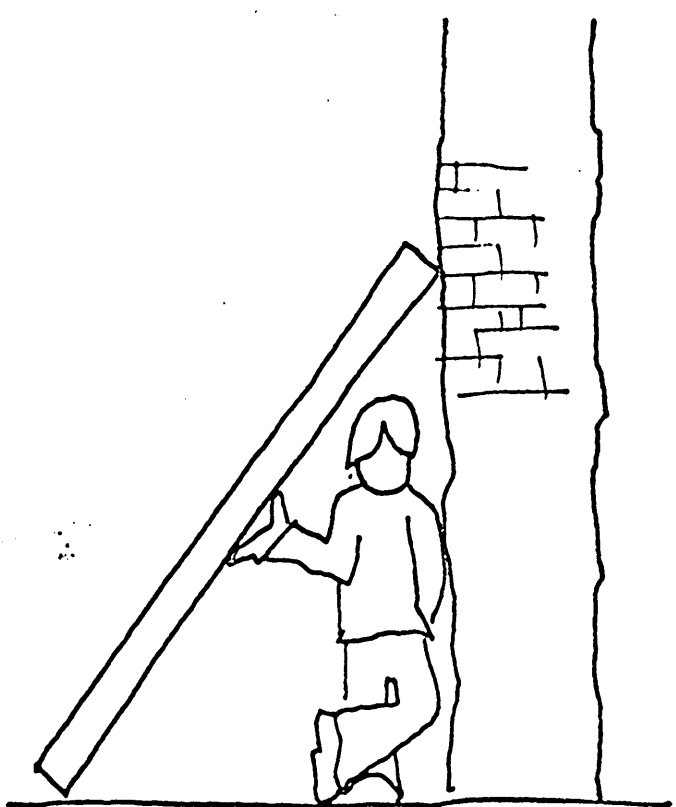
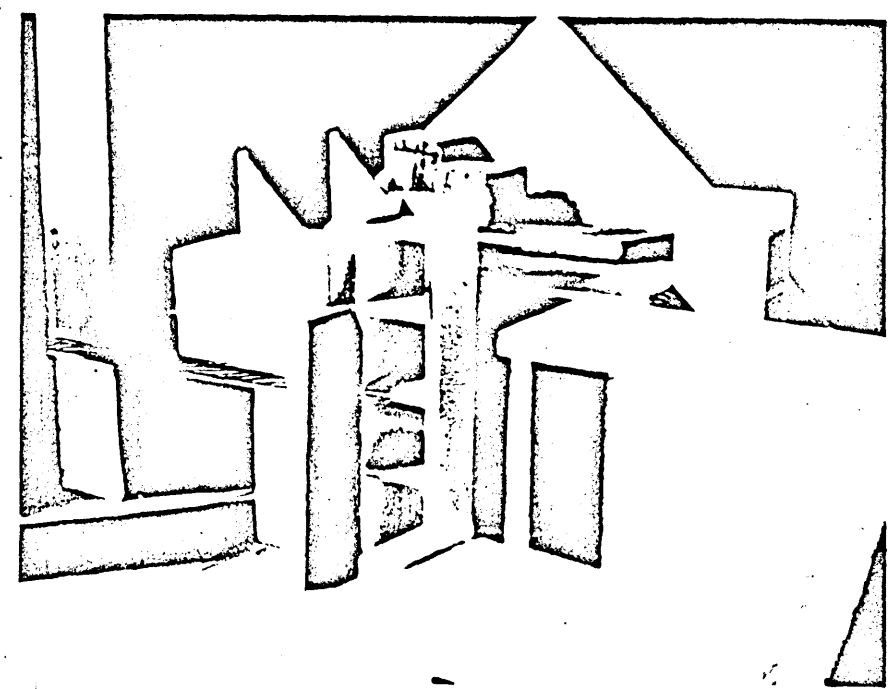
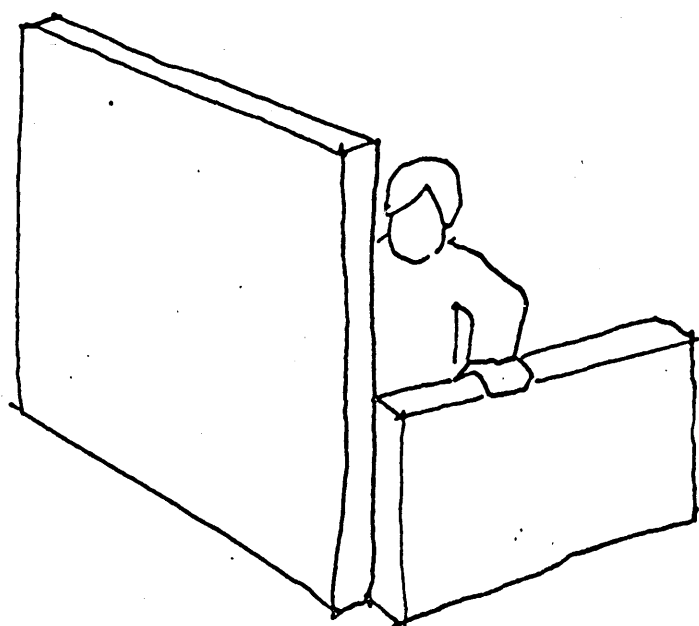
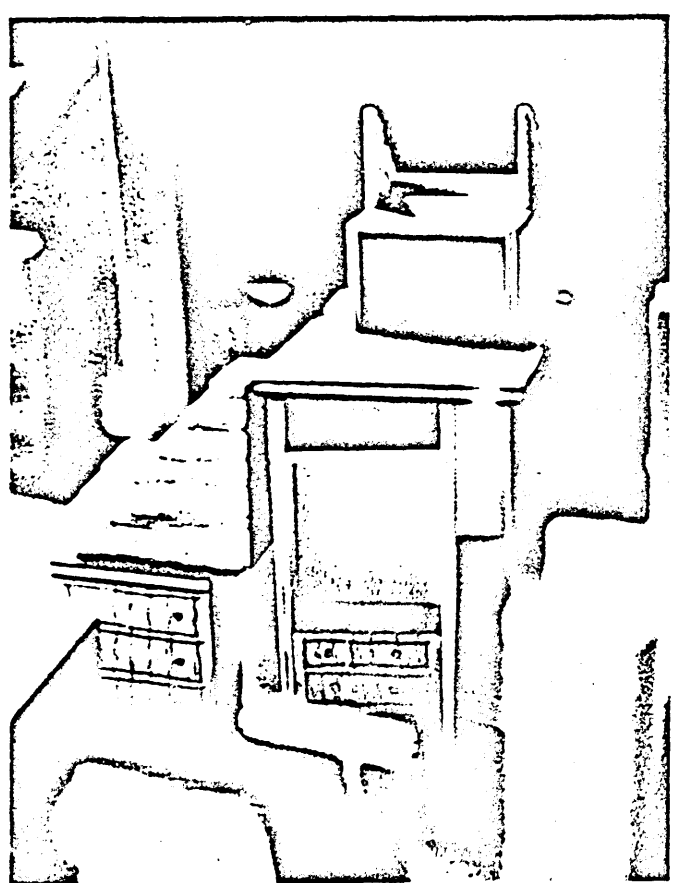
24



Several alternative plans were done, each of which began as a collaborative effort, and ended as an individual effort, with each student working on a separate section of the model. There was a strong sense of difference between when the work was "in progress" (and the kids not wanting me to take pictures) and when it was "finished" (then I was allowed to photograph). It was hard even for the kids to grasp the idea of permanent changeability. I explained how to use the camera, and the kids photographed what they had done.

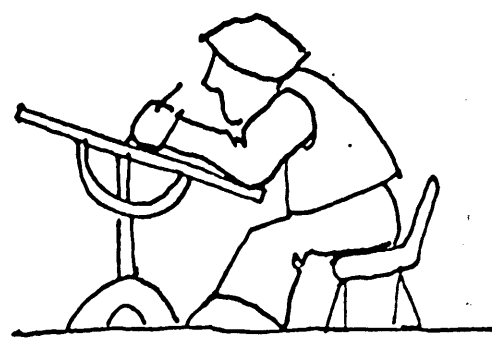
I got nowhere asking the kids what kinds of pieces were needed that were not included, or what pieces there were not enough of. They were incredibly creative in the framework of a tangible set of pieces, but lost in the attempt to imagine anything less tangible.

At this point I saw the model building—design process as one of a gradual reduction of possibilities — a tightening of the operating framework — by having more and more pieces permanently fixed in the model (on the basis of staff and kid decisions) each time we have one of these sessions.



PROGRESS: Agnes found a builder with a license that will take the Permit out for us. His name is Peggotty, from Model Neighborhood development Corp. (an arm of Model Cities, one of the CRC funding sources)

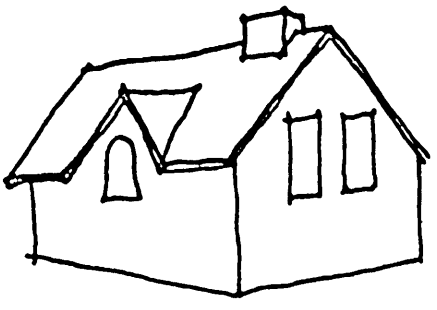
NOV 4



At this point things were so confused that I had to stop and again think out just who we were now working for, and what each of these "clients" required in terms of work from myself and Annie. It went pretty much like this:

1. for the CRC STAFF we have to make sure certain specific kinds of spaces (which they need to operate the school) get built in to the design process as it is now proceeding. A meeting area, and a lockable room for science equipment are examples of these kinds of spaces.
2. for the CRC KIDS we have to make sure their involvement continues at the same level as that first session with the model. This means coming up with enough new things to keep their interest up.
3. for the BUILDING INSPECTOR we have to come up with a plan which will get us a permit. This means convincing him that most of what we will be building is "furniture" and all we really want to do permanently is take out some non-bearing partitions and raise the ceiling.
4. for the COUNCIL OF CHURCHES (and others like them who can't understand the concept of participatory design, or don't want to make any effort toward that understanding) we have to prepare a phony set of drawings describing one way of putting the stuff together, so we can say, "Here, this is what we are going to do." It will save a whole lot of words. This will also satisfy
5. MIT (ANNIE) as far as calling this project an architectural design course.
6. as for MYSELF, the thesis is not forgotten, and I will continue religiously to keep these notes.

NOV 12



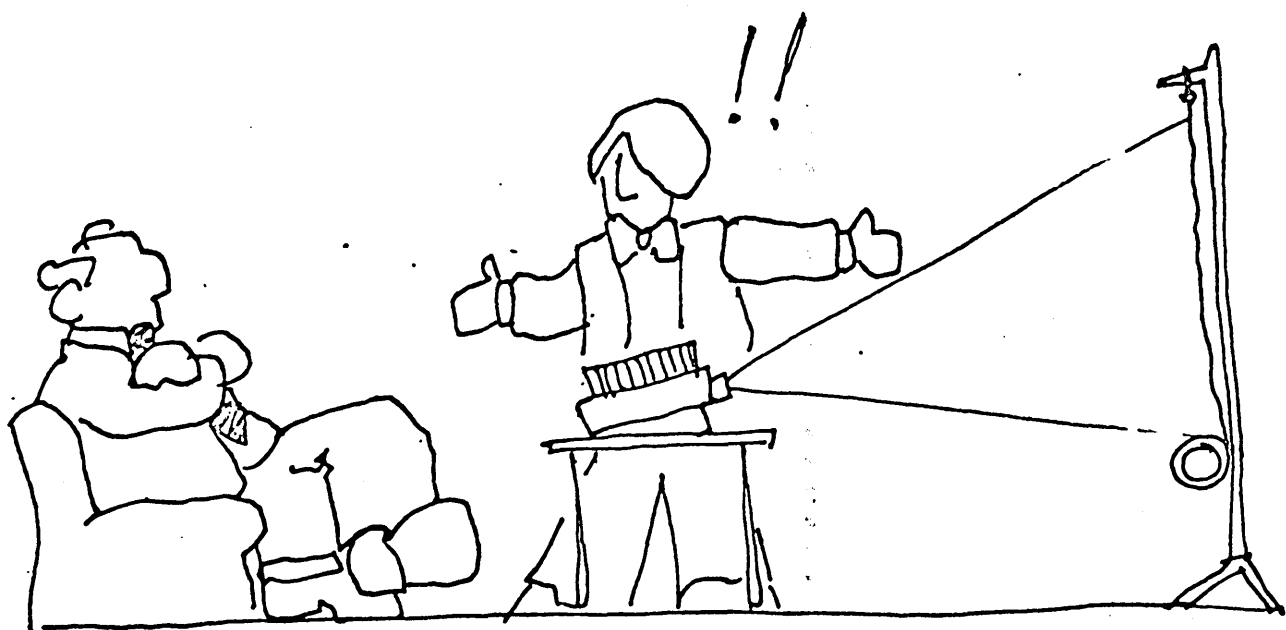
We went to show the staff the beginnings of an "architectural design" which could be used for show when showing the project to groups (such as the Council of Churches) with whom we lack creditability and the patience to explain the concept of participatory design. Just try (looking like an idiot student) to explain any kind of architecture project (without an armful of pretty drawings) to anybody you want money or support from, and you will understand the need for such an "architectural design" however phony it may be.

Anyway, the important thing about this meeting was that, for the first time, Mr. Dick came along. Together we went over the history of the project so far, and the staff made a really fine show of togetherness and support for the project, enough to convince Mr. Dick that the project was worth continuing, and worth the money from MIT. Heep, however, was not there....

NOV 14



This time we thought we would approach the Building Inspector with a big presentation of the whole project, try to explain exactly what we were doing, and hope an appeal for help would soften his fatherly heart. Surprisingly enough, it worked — but not quite well enough to get us the permit. We showed the slides and everything, and gained the confidence of Mell and Quinion, but Murdstone was still worried about its being a school, despite our assurance that there weren't nearly ten kids there. He, unfortunately doesn't believe in the whole idea of the CRC, and may be trying to close us down on that motive.



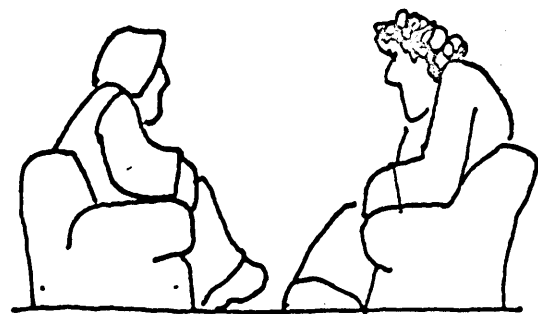
We may be able to get the permit on a day when Murdstone is out, but I feel he is a big obstacle. The plan we submitted was OK, except for the "school" issue, but Peggotty was not with us, and we couldn't have got it that day anyway.

CONFERENCE

27

SCHOOL COMMITTEE MEETING: This meeting turned out to be pretty important. I got in on a long discussion of the direction and problems of the school. The basic problem was that the kids living in the center neither wanted nor felt they needed the school. These were kids who had found in the CRC staff surrogate parents who cared about them, and that satisfied all their immediate needs. They could care less about having a school there. There were some students there who didn't live in the CRC, who really felt they needed this school, but there was a considerable amount of conflict between these and the live-in kids, as if the apathy of the live-in kids wasn't enough discouragement, and the school was losing the outside kids right and left.

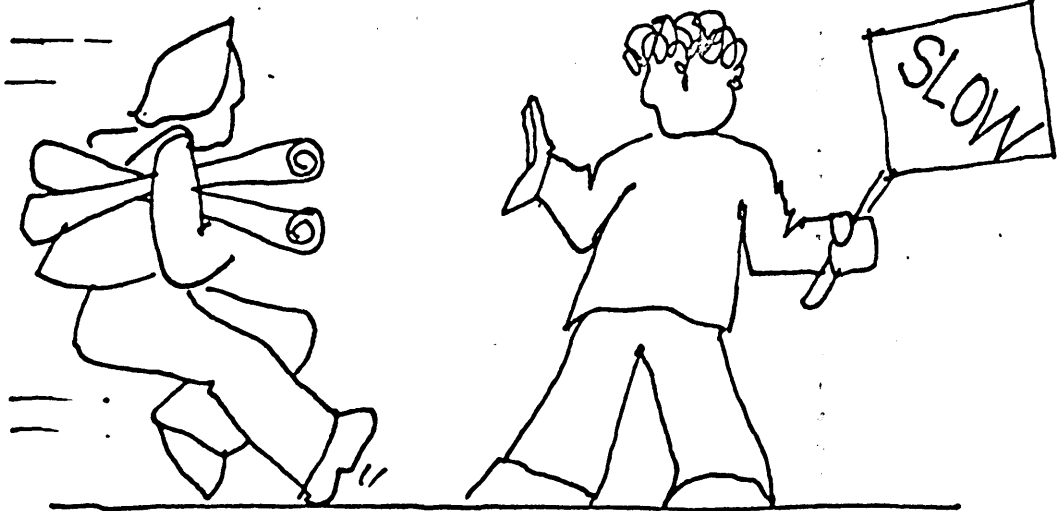
NOV 15



The school was also losing teachers. It is a pretty discouraging thing to travel some way to do something with the kids, having spent some time in preparation, and find out upon arrival that there is either nobody around at all or nobody interested. I was evidently not the only volunteer to whom this had happened.

The solution to these problems was seen as a separation of the school activities from those of the Center, and to bring in as many outside kids (with a real stake in the continuation of the school) as possible.

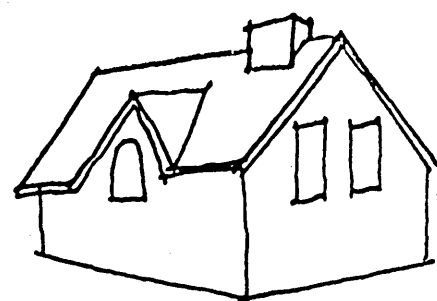
BIG MISTAKE no. 2: It was at this point that I started worrying about the future of the project. After all, the CRC was worrying about the future of the school. The problem was I was afraid to go ahead too fast in building a school whose very existence was threatened. More appropriate would have been to push ahead even harder and faster, in the hope that a foundation for the school such as a built (or under construction) school space would have provided a firmer basis for its continuation than it had at that point.



SCHOOL DAYS

28

NOV 17



In "class" we did some more experimenting with the model, to which I had added the meeting area and the science room, but today we had something new which everybody immediately got into.

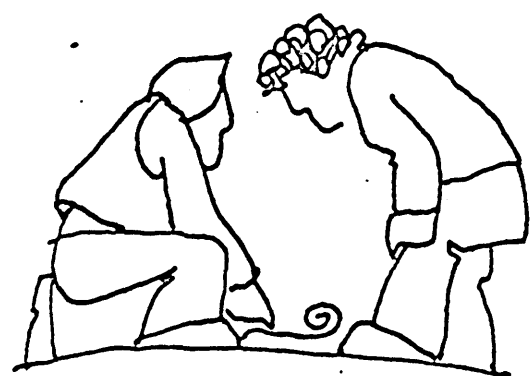
We had made a lot of black line prints of the floor plan, and brought them along with some watercolor markers. We asked the kids to design the floor -- we had planned to cover it with colored carpet scraps -- by coloring on the plans.

The results were fantastic, everybody producing really beautiful stuff. We planned to work it into the model so the floors and furniture could be manipulated at once.



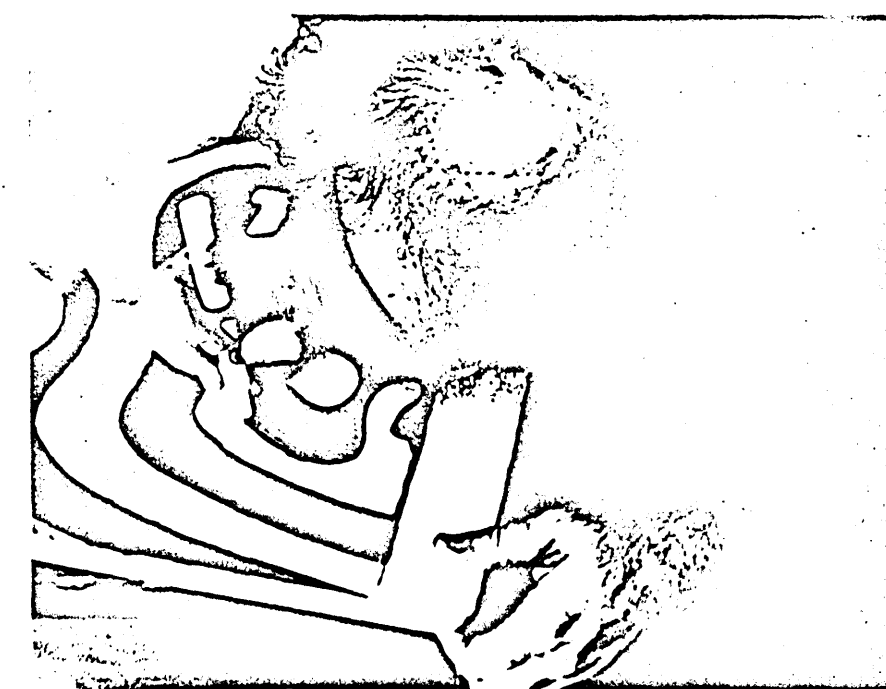
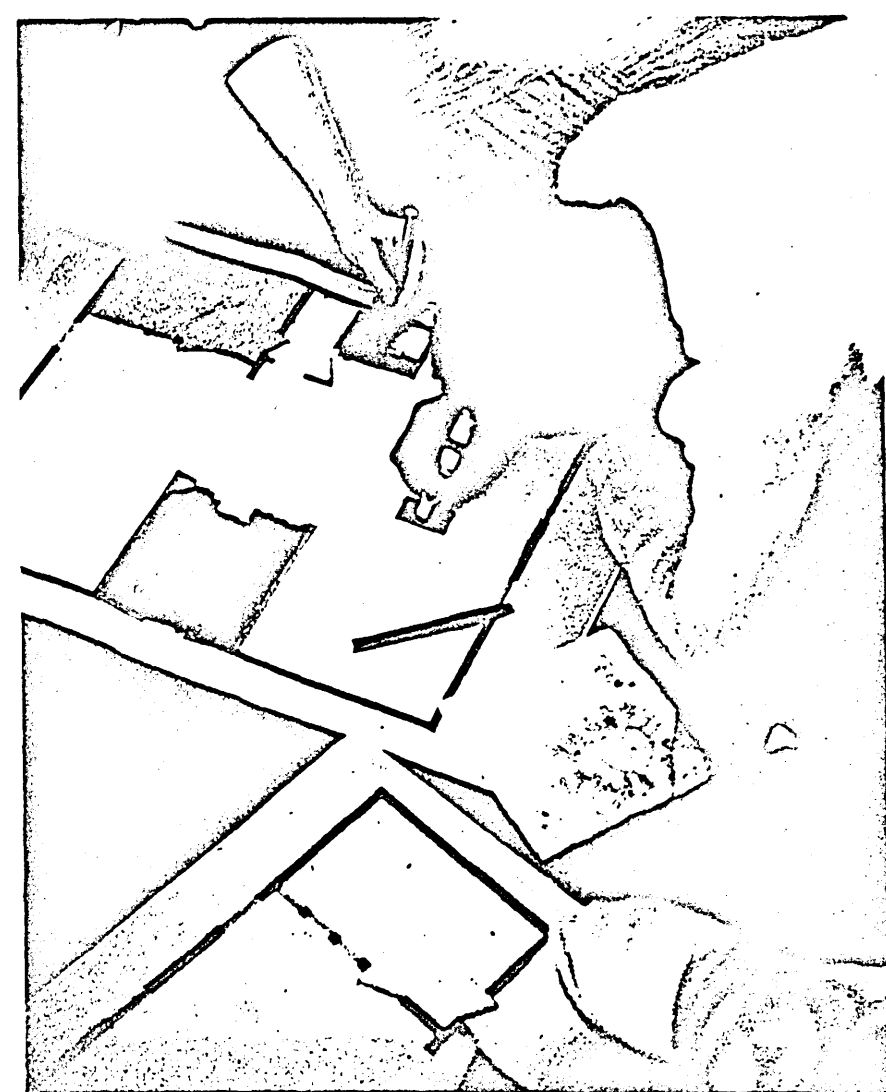
STAFF MEETING:

NOV 19



We came to announce our intention of taking a vacation during the Thanksgiving vacation week, and found out the CRC was on vacation that week too. Whether or not either of us should have taken it is in question, but it was badly deserved. Due

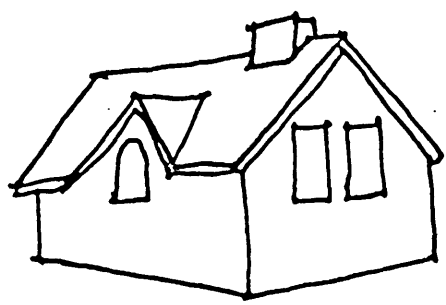
to the short time (2 weeks) between the Thanksgiving and Christmas vacations, we put off starting the actual building until after Christmas. This was to slow down the project even more. By after Thanksgiving we would be fairly creeping.



DESIGN

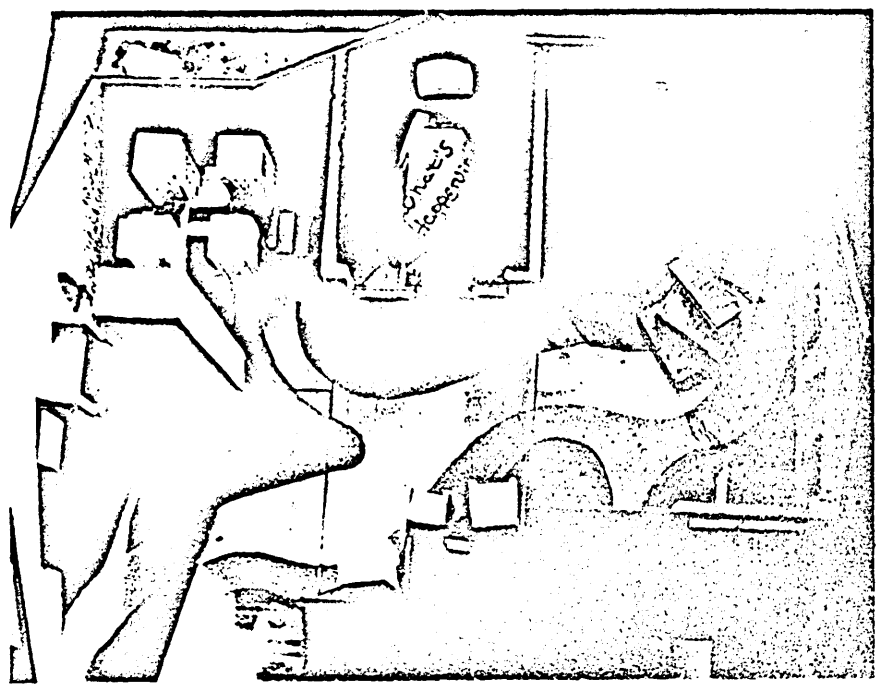
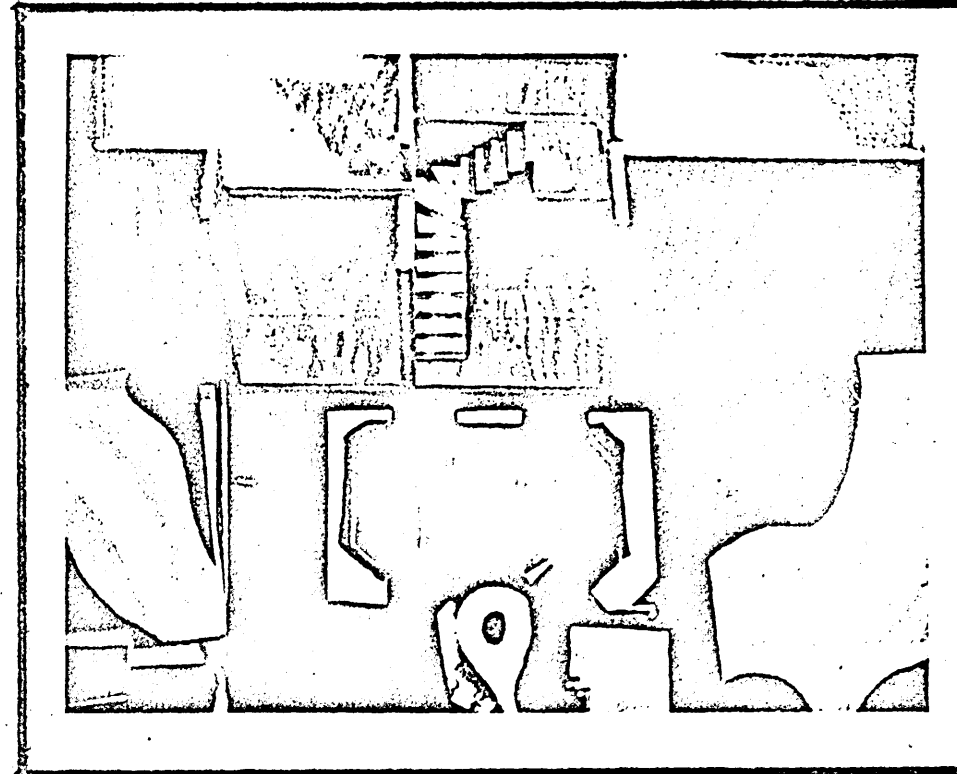
29

DEC 1



CLASS MEETING: This was a very different kind of session than the previous ones the kids had attended at all. It was the first meeting after a long absence due to the Thanksgiving vacation, and there was a kind of uncomfortable estrangement of the kids from the project.

I had cut the floor plans into pieces and mounted them on cardboard so they fit into the model. The idea behind cutting them up was that a piece of everybody's plan could be used in the finished product. There was some experimentation toward this end, but soon reverted to a judgement of each individual plan, and using the complete plan that looked best. (A staff member, unfortunately, had done the one that was chosen.)



After the floor was in there was a period of arranging furniture in the model, but that exercise was pretty much old hat to the kids by that time, even though I had introduced a new piece, a chair and sofa. Steerforth made a sort of ziggurat out of the stairs and some tall cabinet pieces.

There was coloring to do this time, too, with walls instead of floors, but only one kid (who had not been at the floor session) really got into it.

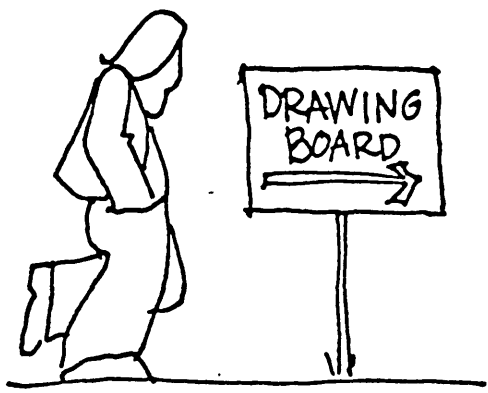
This playing around with the model had all but lost credibility with the kids for lack of real full-scale building going on at the same time to provide a connection between the model and design of a space. At this time it had degenerated into a toy for idle play.



DECELERATION

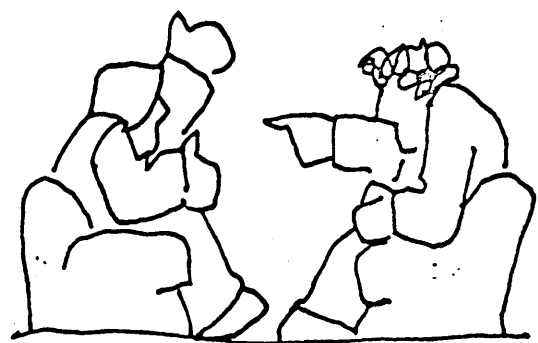
30

DEC 5



Annie and I showed up at a time we had arranged with the CRC to be there, and nobody was home at all. We had to go back home.

DEC 8



I came at my regular time for "class" but today there were no kids around. Instead I found a staff meeting going on. The staff was evidently badly breaking apart. There had been confrontations between Micawber and Heep (evidently animosity between them was long-standing), Heep was charging racism, and the rest of the Black staff were behind Heep.

The center was beginning to be in real trouble at this point, but the feeling was that the school project should go on, and the school would become more and more separate from the center. I had this to say:

1. It looked to me like they were in trouble, and it was very hard for me to work in this framework of confusion. I wanted a complete report with substantive decisions as soon as they got it together about the school.
2. The "classes" were no longer working for lack of reference to a real situation — construction has to begin before classes can resume with any meaning.
3. Sadly enough, I felt that their interest in the project had not been great enough for them to carry it on alone while I was gone for Christmas the last 2 weeks in December, and construction probably shouldn't start (except for possibly demolition) until January. If they wanted, they could get a permit and do it. They had the plans.

UPHEAVAL

31

Considerations of race tend to be very important in the internal politics of a social change organization such as the CRC.

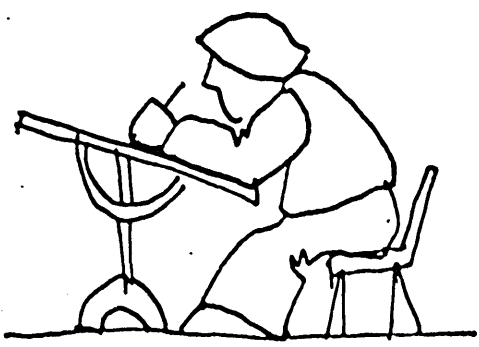
There is no way to undo centuries of injustice to the Black people. There is probably no just way, considering that history, for Black and White people to treat each other. Blacks have found their strength in unity and brotherhood, which is quite beautiful, and appropriate even in the case of the CRC, where the Black staff rallied behind Heep in his bid for power.

This had a lot to do with the destruction of the school project. It was originally a decision by a White staff member to solicit help from MIT, where he got two White architecture students, who worked with those staff interested in the school, who were almost exclusively White. Naturally this would tend to represent a threat to Heep, whose power had been rising steadily from a time before the project (when he had been fired from the staff and had used accusations of racism toward his reinstatement) to the end (when he had taken to calling himself the director of the CRC).

The school project, in one way, represented another separation between Black and White at the CRC, and had I been perceptive enough earlier to realize that, I probably would have abandoned the project.

Black disinterest in or opposition to the project was pretty much limited to the staff, by the way. Our best workers among the kids were Black.

DEC 16

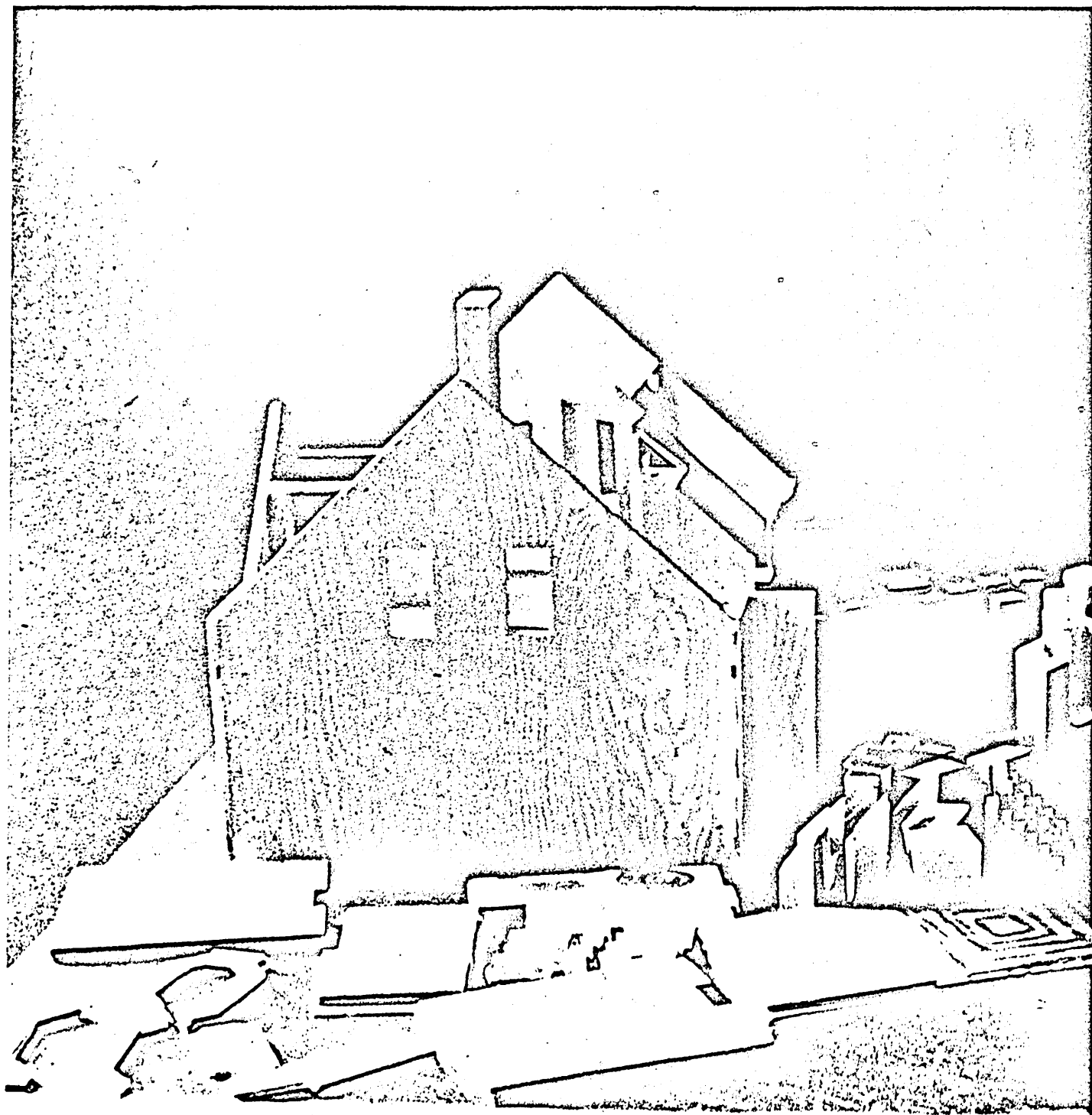


Time for me to go out of town, and the staff has not yet made any decision about what role, if any, the school will play in the CRC. The options as I saw them were these:

1. (MOST LIKELY) No change, the school will still be set up to serve the kids living in the CRC, with marginal participation by outside kids — school project will go on as planned
2. (MAYBE) The CRC will fall apart altogether
3. (LEAST LIKELY) Complete change, the building becoming primarily a school rather than a residential center, with more outside kids than inside kids — school would probably move to the first floor.

Yep, number 1. above. (HAPPY NEW YEAR)

JAN 5



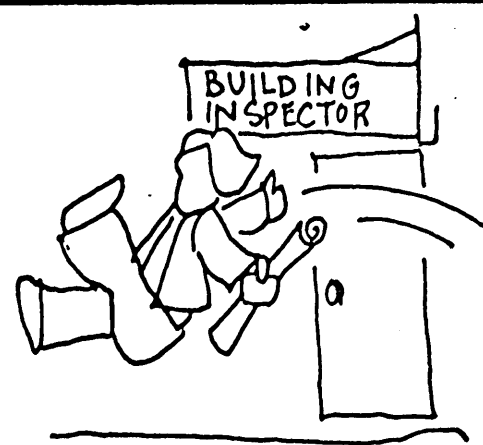
Over the holidays, while the CRC was closed, it was broken into and vandalised by a group of kids, the leader of which was a former resident of the center.

They did a lot of bucks worth of damage, and the whole story got in all the papers.

FUTURE ?

33

JAN 9



Today I was going to start off my new year at the CRC with some real fireworks. In the morning I would cruise down to the Building Dept. with Peggotty and pick up the permit, then give the slide show to the new kids the school had picked up since Christmas, then in the afternoon prepare for the demolition by cleaning out the third floor and building a dust barrier around the stairwell. It was more or less now or never for this project.

HOWEVER

When Peggotty, and Agnes, and I got to the Building Dept. we found Murdstone there, and sure enough, he had read the papers about the vandalism. As he was telling us what he thought of that, and of the CRC, I got the feeling he was in no mood to issue a permit to us, and I was not wrong. He refused to issue the permit until he had got a letter from the Public Safety Dept. saying the building did not fall into the school building category. (I found out later that decision is up to the Building Dept.)

STILL. I thought I would go ahead and give the slide show of the project so far, hoping to turn the new kids on to it, but there was a big confrontation between the live-in kids and the new kids which resulted in the new kids leaving with the intention of never coming back. So the whole business was dropped.

The GCLE had by this time taken over the direction of the CRC in an attempt to save it from disaster due to conflict and lack of organization. I am starting to get the feeling that there is no place for me there until the GCLE has got the center back on its feet.

FRUSTRATION

34

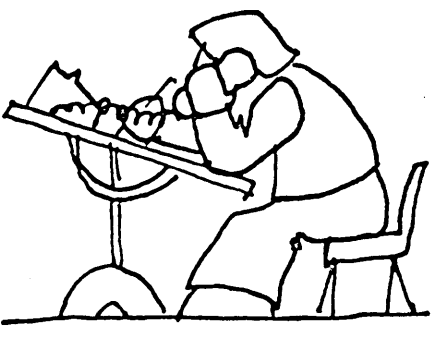
JAN 17



Since the GCLE regime, and the replacement of the school program by a work program I was optimistic - ally busy drawing up a set of architectural drawings and details for the school construction, realizing that we would need something to work from if we were to begin soon.

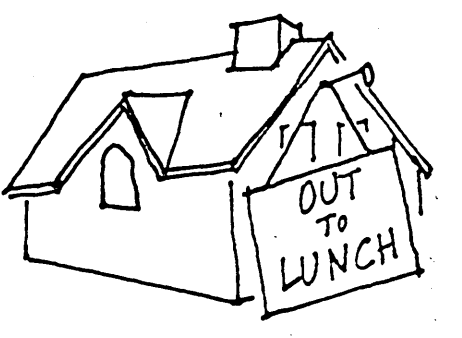
Agnes had called up Public Safety (where she learned that the Building Dept. had authority to rule on the school question) and got back to Mell, but he didn't want to take any responsibility for the ruling until talking personally with the local head of DPS. Even so, I was still optimistic about getting the permit.

JAN 23



Agnes finally got hold of the big guy at DPS, and he turned out to be a good guy! He assured her that the school had too few students to be of DPS concern, and that he would call Murdstone and explain. That was the last building permit stumbling block, we felt, and the permit was as good as ours.

JAN 24

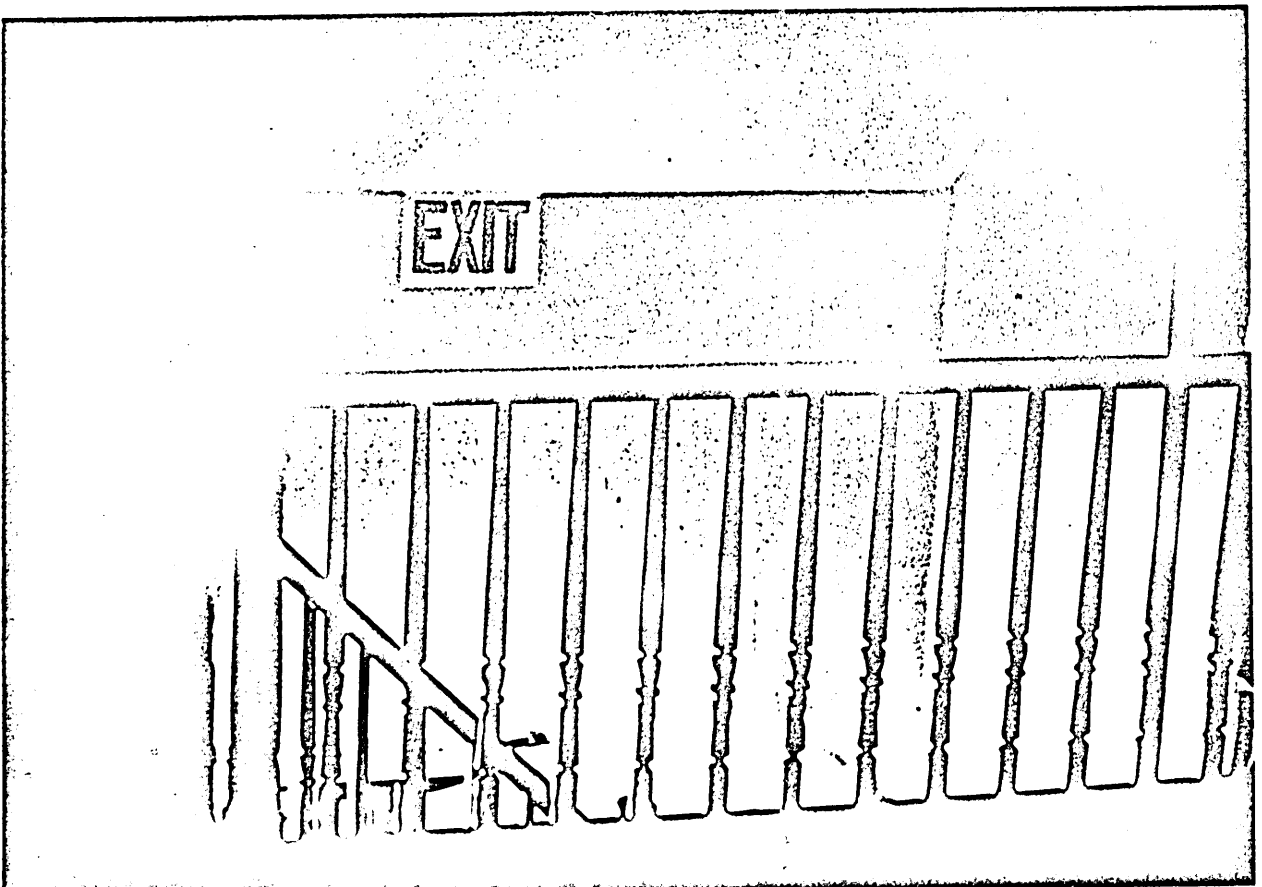


Agnes called to say that the project had been called off.

A decision had been made to hire a full-time director for the CRC, who would live in the house. The staff and GCLE felt the only place to put the director's apartment was the third floor. The

idea of the school had been temporarily put aside in order to make the residential function of the CRC work.

This was the end of my involvement.



ABORTION

35



PROBLEM: COMMUNITY GROUP NOT TOGETHER

The CRC was run under a horizontal staffing system. This meant that not only were jobs at the CRC rotated among the staff, but there was no real executive power with any one staff member. This entails an absolute lack of administrative power, since many issues are difficult for nine people to agree on, especially when those people were specifically chosen to be different in the first place. The staff had built-in problems with racism and sexism, and a million other differences. To get anything at all done a staff member had to go off half-cocked and start something, hoping the fact of the beginning will be enough to win support of the other staff toward the completion of the project.

This is essentially what happened with the school project. It was started before anybody really knew what they wanted (Micawber had contacted MIT on his own) and, more important, it was started much before the CRC staff was capable of seeing it through. They bit off more than they could chew, and support for the project was less than complete. (Heep was opposed, and everyone else but Micawber and Agnes was indifferent.)

The decision to hire a full-time live-in director was made in response to the fact that the staff was not even together enough to make the CRC work as a residential facility, and had been having real trouble since Christmas.



PROBLEM: I GET SUCKED INTO TOO MANY JOBS

I found after a while that I was being subtly used as an extra staff member, and was slowly taking upon myself the task of organizing the staff enough to carry the project through -- a job not only too big for me, but one I had no business trying to do. As I took on more and more responsibility for the project, the staff thought about it less and less, until there was almost no support for it at all. You can't win without this support.

There were two options here: I could have just handed them the ball (in which case they couldn't have carried it) or done the

whole thing alone, which even if I could have done would have been contrary to the whole idea of participatory architecture.

You can't have participatory architecture if the group isn't willing to participate.

IT MIGHT HAVE HELPED TO:

- try to organize the kids in favor of the project. I had as much support from them as anywhere.
- maintain more personal presence at the CRC, if only just to keep the project in people's minds.
- not have put up with the low priority the project actually had there.
- have been more perceptive of the internal problems of the CRC which at least partially spelled the demise of the project.

THE HAPPY ENDING -

About the middle of March the CRC closed. They never got their director due to bureaucratic problems with their Model Cities contract.

Model Cities was of no great help. The CRC had lost credibility and support with the city government and the community, Model Cities had a shaky relationship with the City government, and the house was needed for a new health center.

The Council of Churches, tired of fighting battles with the City, and Model Cities, and the State, which they had no business fighting, withdrew their sponsorship.

The GCLE decided it was time to close the center, admitting it had been given a "mandate for failure" in the way the staff had been selected and trained, or rather not trained.

Since February, however, the school had separated from the center, with a different building, a new name, and separate funding. Its only connection was Agnes, director of the school, who up until the time the center closed, was being paid as CRC staff.

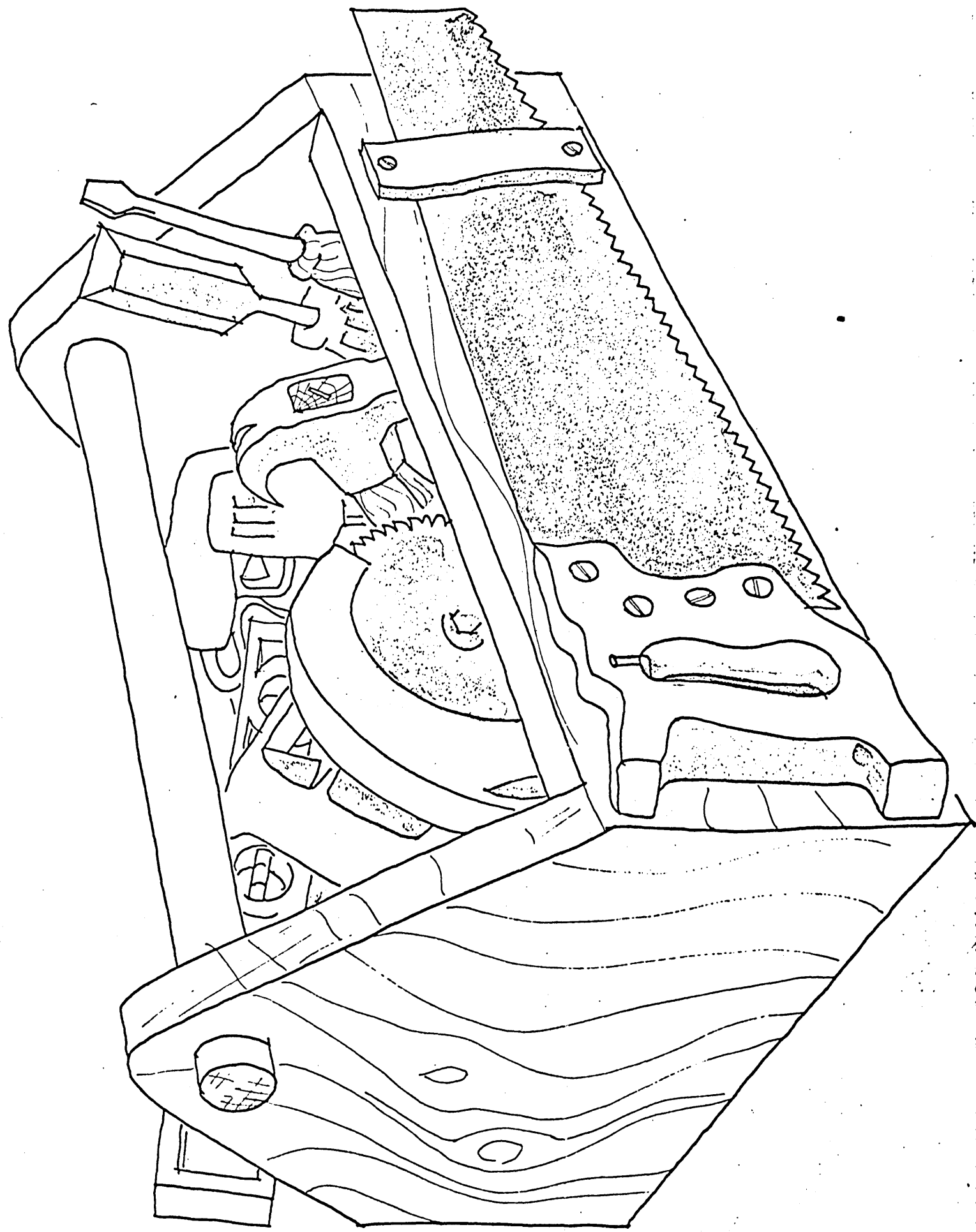
At the time of this writing the school had 25 kids, accreditation, a tremendous amount of community support, and was growing and going strong.

It took that separation from the CRC to really make it work, and it looks like it is going to work well.



the second project:

C.I.T.Y. STUDENT LOUNGE



THE ARCHITECTURE COURSE

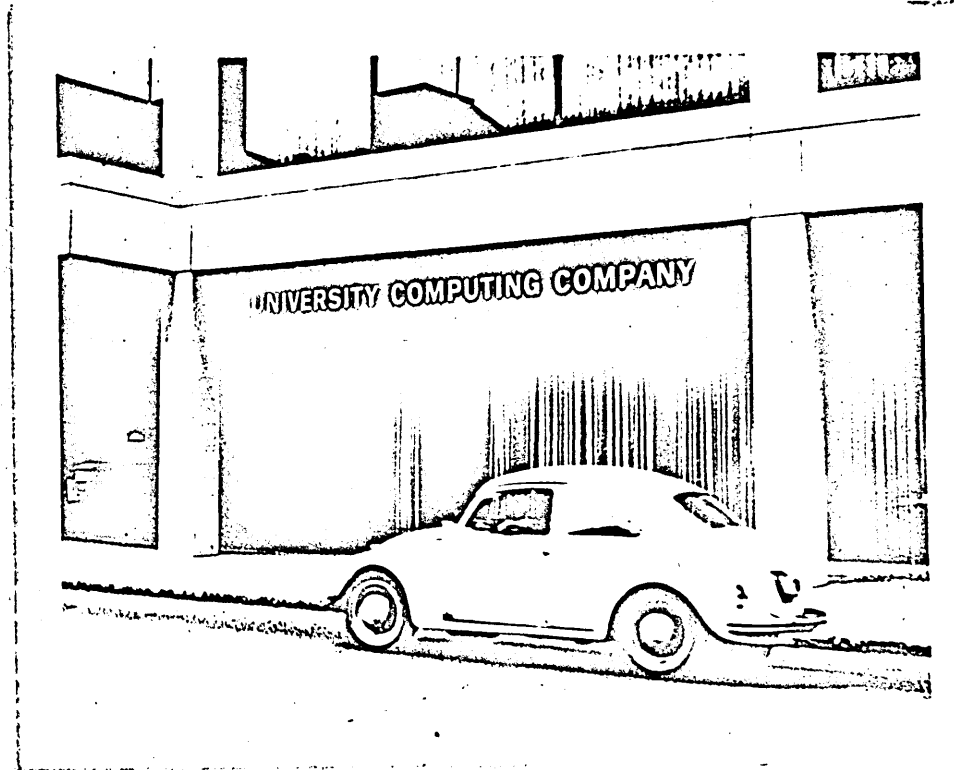
1

The project described on the following pages was part of the work for an introductory architecture course for high school students taught by myself and two colleagues, Kenaan Makiya and Ilkka Suvanto.

The **COURSE** was called "Architecture, Cities, and the People Who Live in Them", or "the Architecture Course" for short. It included field trips, presentations, lectures, seminars, and this project.

The **PROGRAM** which served as the administrative vehicle for the Course was called Community Interaction Through Youth, or C.I.T.Y., a school without walls program which offered accredited volunteer-taught curriculum to students from two area high schools. There were about 100 kids enrolled in the program. Each course given in the program was taught at a different "learning site" in the city. MIT was the learning site for the Architecture Course.

The only **BUILDING** that CITY had was an administrative office. There was no "home base" for the students, who nonetheless wanted an active student community. Long ago they had asked for a gathering place in the offices of the program.



The **PROJECT** for the Architecture Course was the building and furnishing of the Student Lounge in the CITY offices.

This project, again, was only part of the course, but it is the only part which will be discussed here, except for those other parts which directly relate to the project.

GOALS OF THE PROJECT:



1. To provide the students in the course with some first-hand architectural design and construction experience.
2. To provide an exciting meeting place for the students in the program, thus encouraging a more vital student community
3. To further this student community by involving students from outside the course in the project.

CHARACTERS:

Again, I have changed the names. Again the names are from Charles Dickens, this time from Oliver Twist. The people in this story don't fit the Dickensian counterparts quite as well as was the case in the previous story, but I feel there are enough similarities to work with.

CITY STAFF

Mrs. Mann
Dr. Losborne*
Mrs. Bedwin
Barney

*my spelling

OUR STUDENTS

Charley
Oliver
Jack
Dick
Betsy
Edward
Harry
Tom

MIT

Mr. Brownlow
Kenaan } real names
Ilkka }
myself

OTHERS

Blathers
Dr. Fang

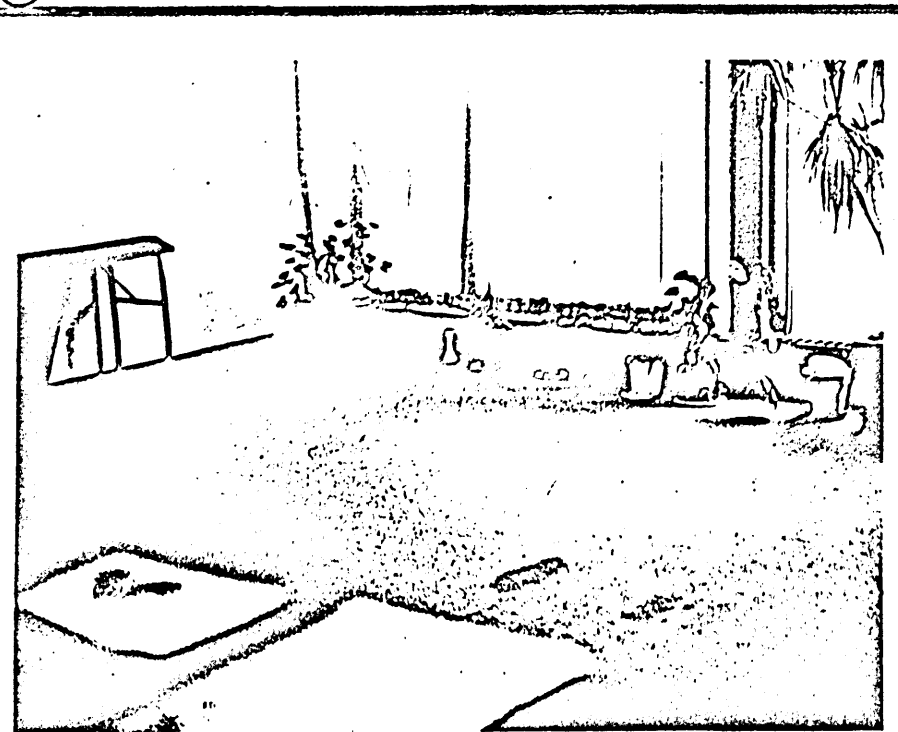
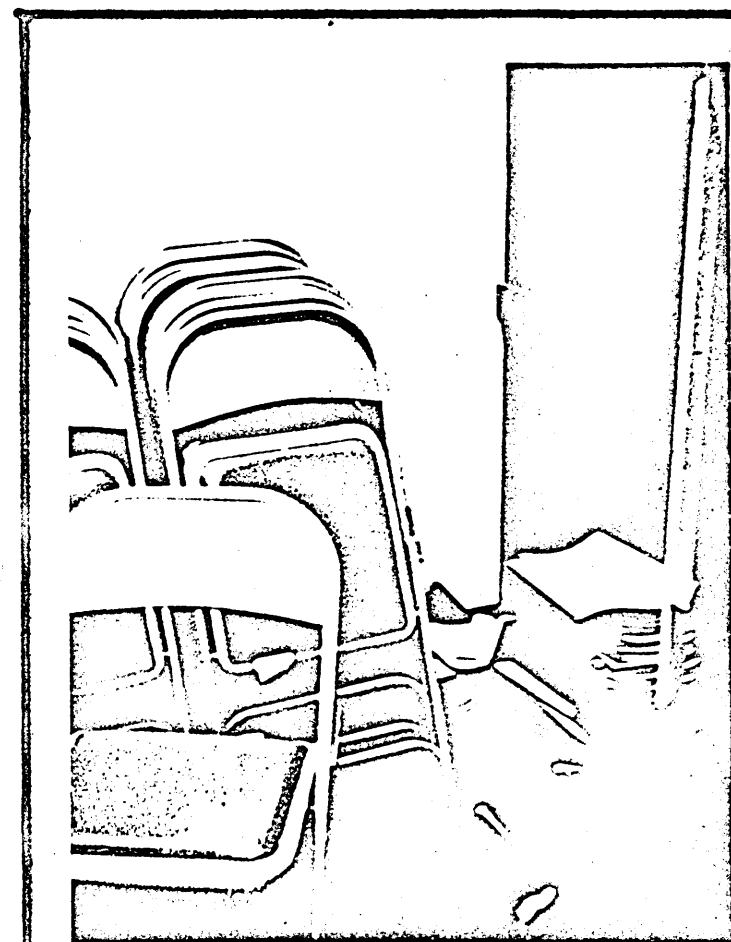
JANUARY



Kenaan and I went to talk to Mrs. Bedwin about the Course we were planning to give. We told her of our idea of a building project, and asked for suggestions for specific projects. When none came we asked if the CITY students had a lounge we could work on. (The feeling was that the students would be most excited by working on a project they had some personal stake in.) She replied that CITY was moving soon, but was planning to have a student lounge if there was room. (We only found out much later that a student lounge had been a long-standing request of the staff by the students.)

Later Mrs. Bedwin was to call back to say that CITY had moved, and yes, there was room for a student lounge. When I went to see it, I found the room they had set aside for the students was an inner conference room, about 12' x 15' x 12' or so high, with two panelled walls, a carpet on the floor, and no windows. There was a second room of like description (only smaller) which was being used as a library which the staff thought could absorb some lounge activities if the space was required.

It was about the least inspiring space you could possibly imagine, a real challenge, one might say. The only workable space in the whole office was a room in the front, maybe two or three times as big as the lounge, with one wall all windows, but that space had already been taken for the office of the program director, Mrs. Mann.

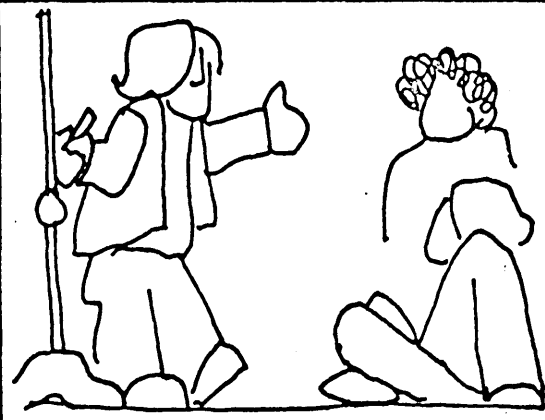


Kenaan, Ilkka, and I found out at a training session for "learning coordinators" (our title) that that front office is also used for meetings and entertaining visiting dignitaries. The whole place really looked like an executive office. There was almost no indication any students had ever been there.

BACKGROUND

42

FEB 1



At the outset we thought we should devote one of the two weekly class meetings to the lounge project. At the first of these meetings I introduced the idea of manipulable furniture systems with a presentation of the CRC project. The hope was that the similarities between the ages and needs of the two groups of kids would hit home and get the kids thinking about ways they could change their own space. I think it worked pretty well.



I realized, however, that there were vast differences between the CRC kids and this group. The CITY kids all are white. They all come from the same middle class social background. They have all had the kind of support of which the CRC kids were deprived. As a result, the CITY kids may not be able to survive as well on the street, but they will sure have an easier time in the course.

In many ways it is sad we don't have more of a mixture in the CITY group, but the culture barrier between myself and the CRC kids I now realize was a difficult thing to work around, and from the CITY kids I believe I can expect more understanding and a much more sophisticated level of work than from the kids at the CRC.

We talked some about different kinds of drawings, and drawing techniques, using some material we had brought in, and some examples from the CRC slides. We also explained how to take measurements, and how to do measured drawings.

ASSIGNMENTS:

We asked the kids to bring a measured drawing of the plan of CITY offices for the next week.

FEB 8



This meeting was a clear case of too many cooks spoiling the class. It was supposed to have been a class where we worked out a program for the lounge, a potentially valuable exercise, but we muffed it. Kenaan, Ilkka, and I all kept changing the subject, and confusing the issue. It became hard to tell whether we were trying to develop a program, or a design, or what.

The students had drawings of the CITY offices which clearly showed that not much of what we had said about drawing had sunk in. We went over that part again.

The **BIG IDEA** that came out of this class was that after taking a good look at the CITY offices the students realized that the big front room (Mrs. Mann's office) would be a much more appropriate space for the lounge than that hole of a back room which was supposed to be the lounge space — for 100 students. The question is how Mrs. Mann feels about such a possibility.

We asked the students to think about what they would do in a student lounge, or lounge

ACTIVITIES:

these were proposed:

CONVERSATION

LOUNGING

SLEEPING

MUSIC

COFFEE

STUDYING

READING

and

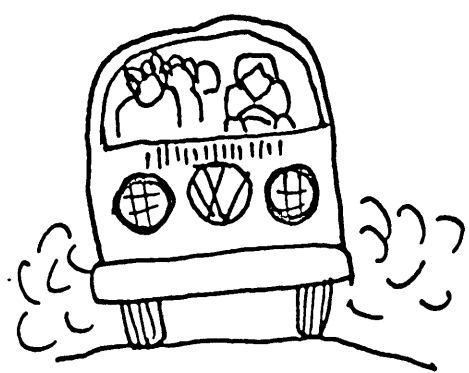
MEETINGS

ASSIGNMENTS

for the next time:

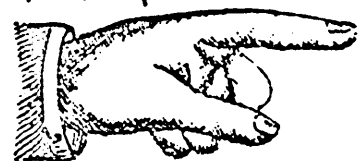
1. more complete and accurate drawings of CITY offices
2. get the sizes of existing furniture in the office
3. feel out the possibility of the director's moving
4. make a statement of attitude about the lounge and its design.

FEB 13



FIELD TRIP to the Children's Museum: There are a whole lot of kid-oriented architectural ideas in physical evidence there, and I hoped the kids would pick up on some of them. Most impressive to the kids was the use of materials new to them (cardboard tubes, plastic domes) and a kid-sized enclosed sitting area with a sloping floor and sort of folded-plate plywood

seats. The kids were effectively able to ignore some corny tasks we had assigned and have a good time altogether.



Here it is the fifth meeting of the course, and we have not yet taken a photograph! That seems inexcusable, especially on a field trip. One of us will have to start bringing a camera to each class.

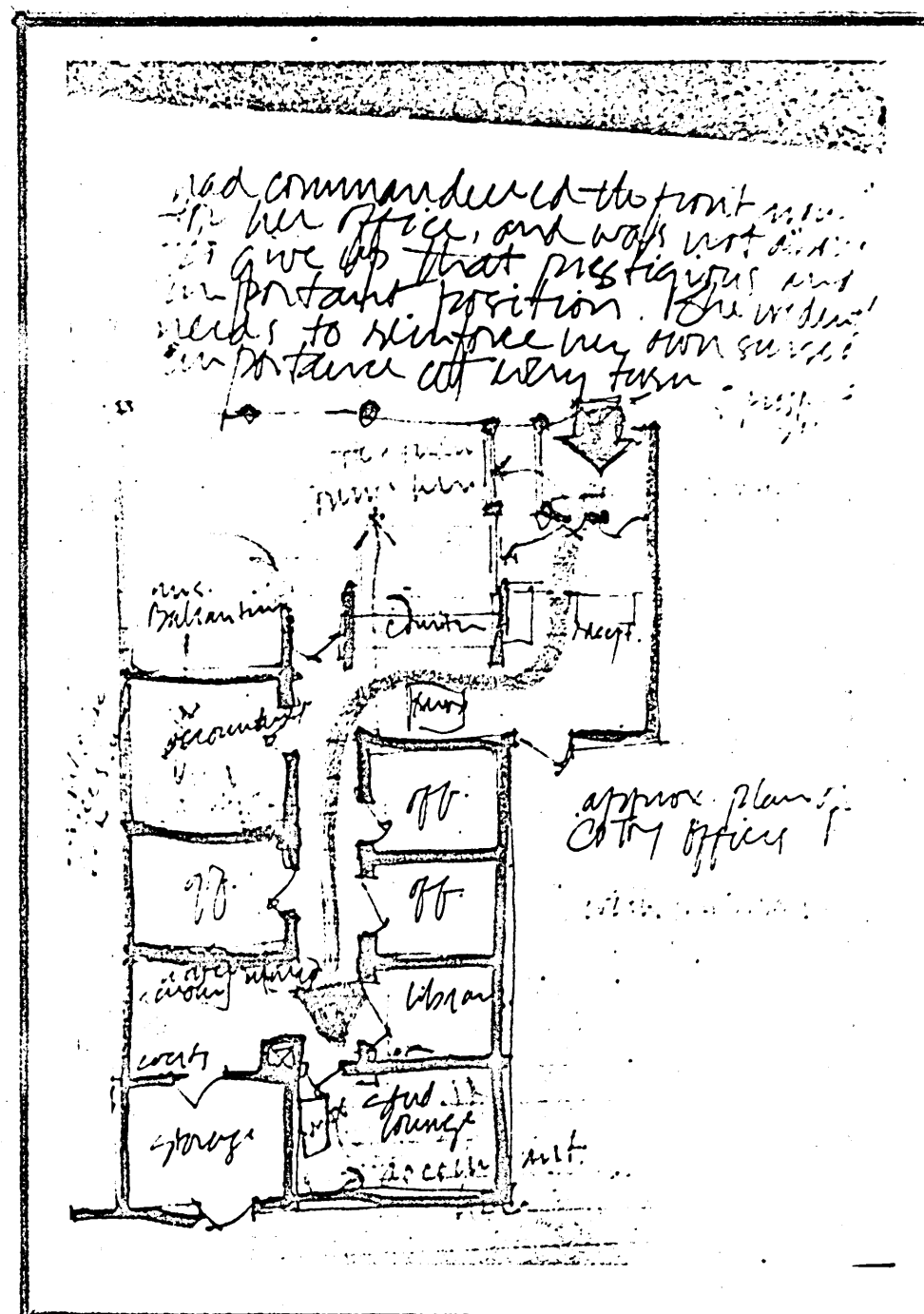


IMPORTANT:

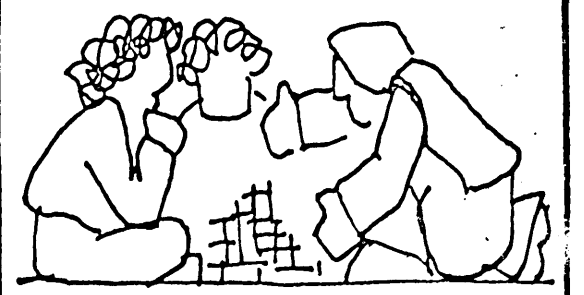
We learned today that CITY will definitely move out of its present offices in September because they are just "crashing" there on somebody else's lease, paying drastically reduced rent. (A tax shelter for whoever holds the lease.)

This will naturally affect the project. We will now be designing a lounge that can move with CITY in September - a mobile, modular furniture system which can be used to advantage wherever CITY might move.

We learned this from Dr. Losborne, the "learning manager" for the Course. His job is to keep track of the kids in the course, and act as adviser to us, the "learning coordinators". Mostly I think he is there to make sure the kids don't just goof off or not come to class, but he has shown a real interest in the course, and we hope to involve him more in the class.



FEB 15



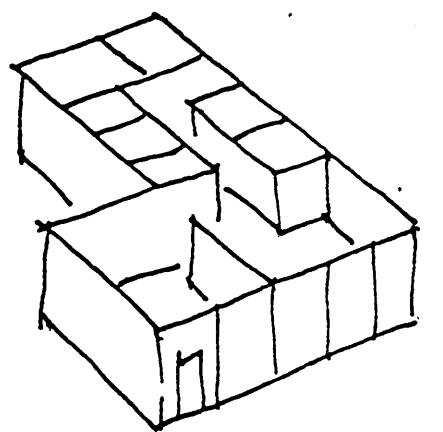
Today Oliver brought in, in addition to the measured drawing of the offices, a drawing showing location and sizes of the furniture, and a circulation diagram. It made me feel pretty good to have the kids doing work on their own that hadn't even been assigned. Next week is vacation for the kids, but several of them wanted to help build the base model during that week. The kids are showing a real interest and commitment to the course. The ASSIGNMENT for next time was for each student to prepare a paper on one of the lounge ACTIVITIES we had discussed in the programming session, which we would later put into a kind of design handbook.

FEB 17

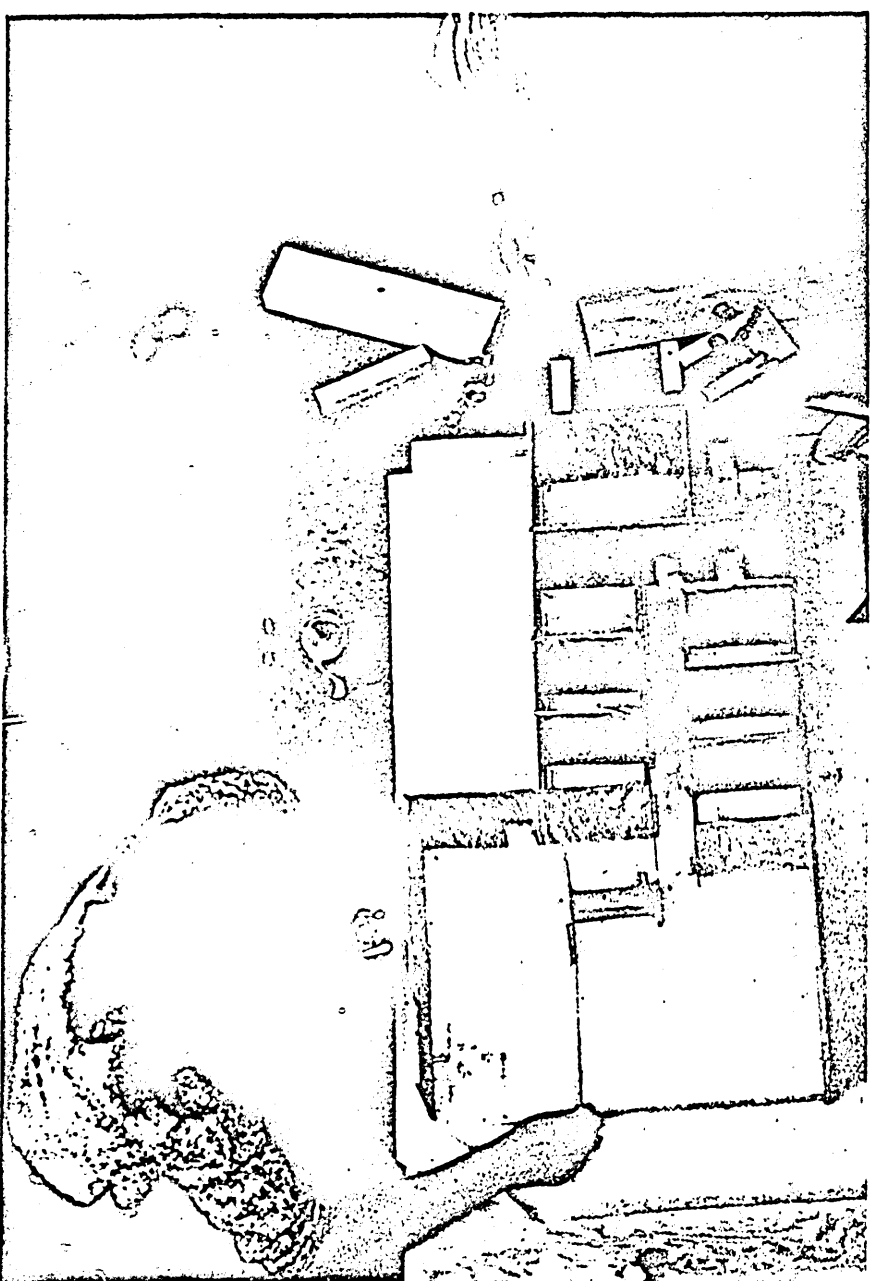
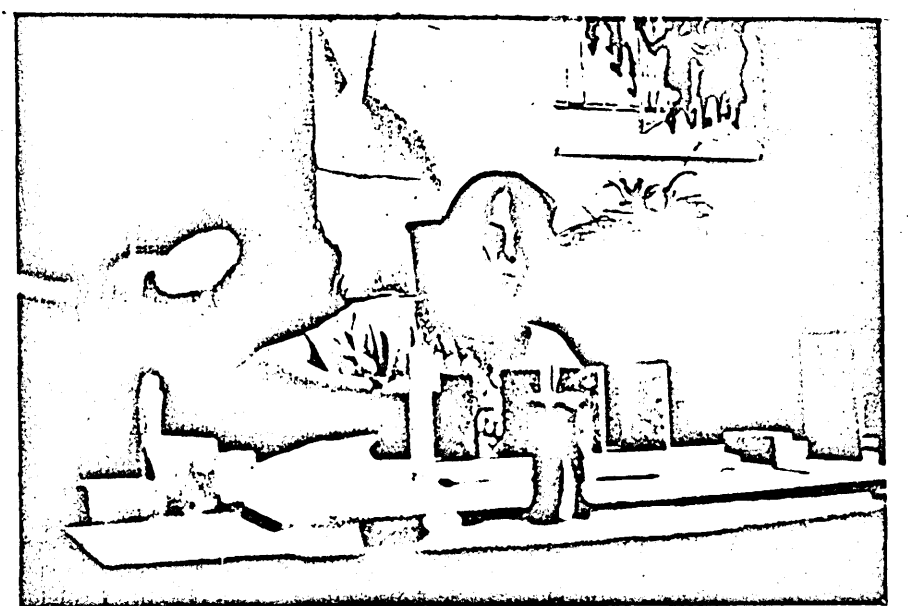


Oliver and I spent just about all day running around after materials for the model, eating hamburgers, and generally having a great time. After we finished getting the stuff we came back to my house and did a drawing at 1/2" scale to build the model from. It worked very well, that kind of tutorial situation. It was refreshing to see a student willing to give up so much of his free time to do this kind of thing. Oliver is a great worker, and really gives me a lift.

FEB 23



Three students showed up on their vacation time to help build the model. The work went fast, and the group's excitement about the project is growing steadily. The students seem to have a real stake in this new lounge.

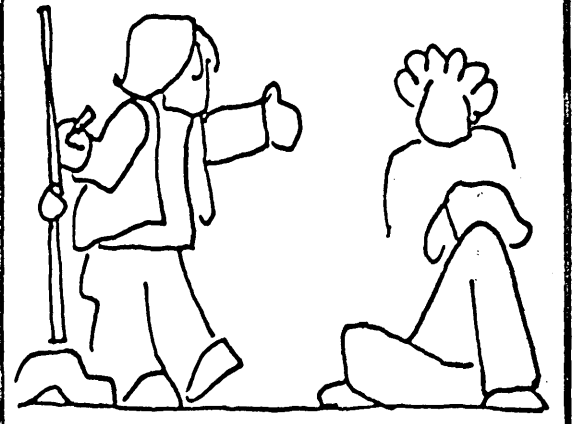


WORK

46

At the beginning we asked the students to keep a journal, or notebook which would consist of specific assignments we make and one entry per class of anything the student wanted to do - some impressions of the course, or further thoughts, or criticism.

FEB 27



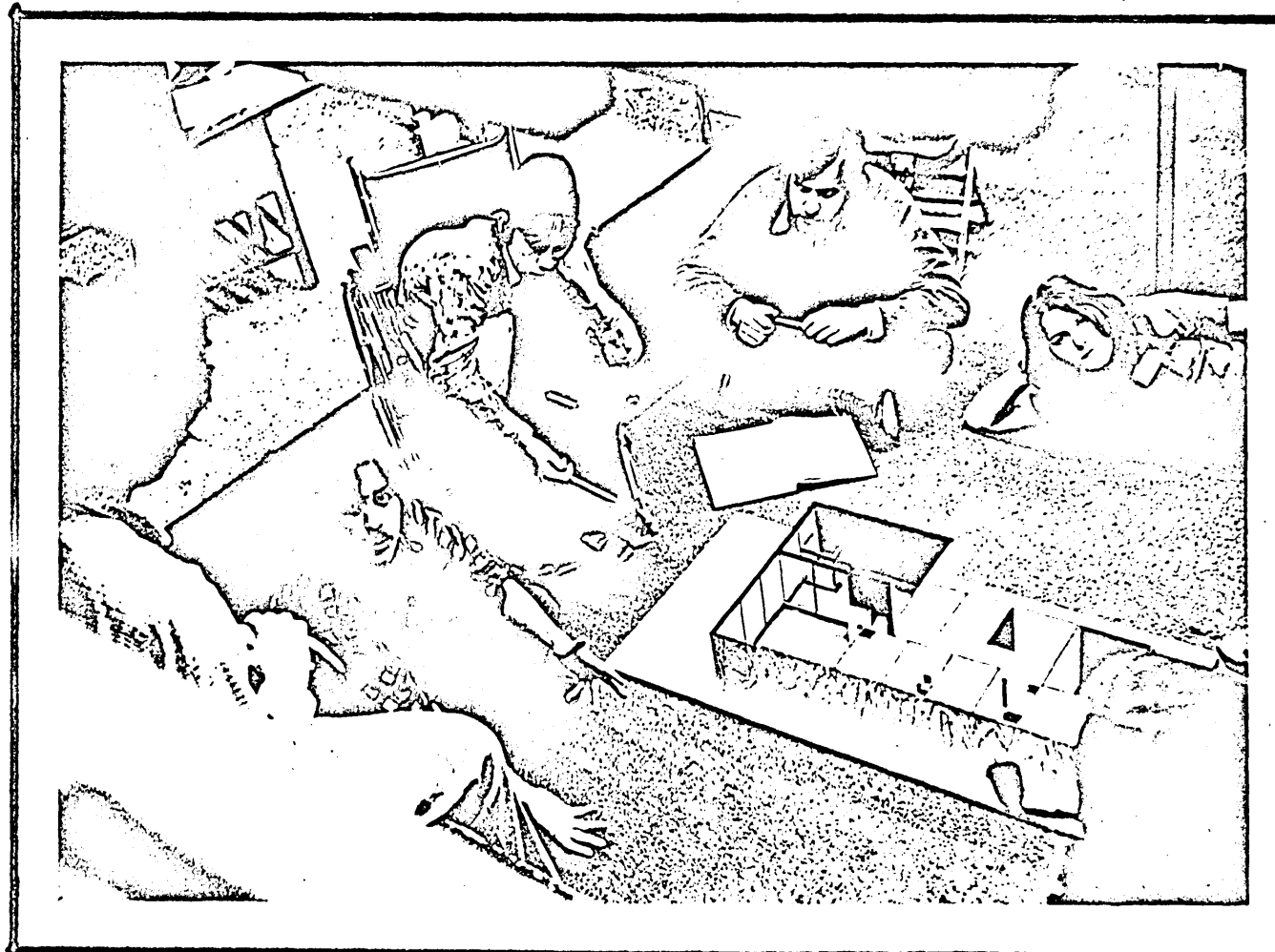
Well, they weren't doing it. I guess something like that takes a lot of discipline and energy, and it was not a reasonable thing to ask. We discussed the idea and purpose of the notebooks some more, and what we expected from the kids, but somehow I know none of it is sinking in, and I don't expect we will ever see significant work in the notebooks unless there is somewhere some change of attitude.

In addition, they are not even doing the assignments.....

At this class we had some examples of MODULAR SYSTEMS - mostly toys like anchor blocks, tinkertoys, and so on, to introduce the attitude of mobility we now plan to build in to the project. We had slides of a building project which was essentially a big tinkertoy set made from cardboard tubes. We had planned to ask the students to invent a building system which we could use in the lounge project, BUT....

We reassigned the as-yet-undone lounge ACTIVITIES catalog, and deferred the Building System assignment to a later date.

I feel the assignments have not been very interesting to the kids, but I also feel they are consistent with the architecture process, and important in a course that intends to offer a real architecture experience to the kids. If these assignments continue to be ignored, the project may lag dangerously behind.



WORRY

47

MAR 1

The students had asked Mrs. Mann about the possibility of using the front room (where her office is now) for the lounge, and were turned down, Mrs. Mann saying she had claustrophobia, and not only couldn't be moved, but needed all that space.

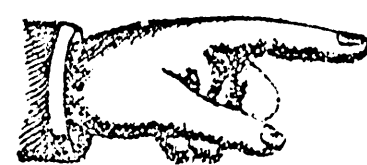
Thereafter in class, Dr. Losborne and the students had a long discussion with us about their perceptions of the inner politics of CITY. They had very strong feelings about this, and needed to talk very badly.

The general opinion of the students (and Dr. Losborne) was that the program was being corruptly administrated by Mrs. Mann. Among claims of things she had done were:

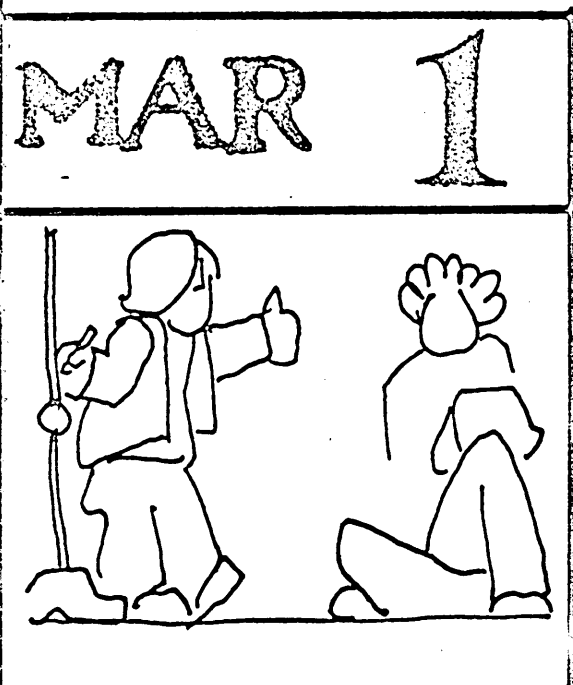
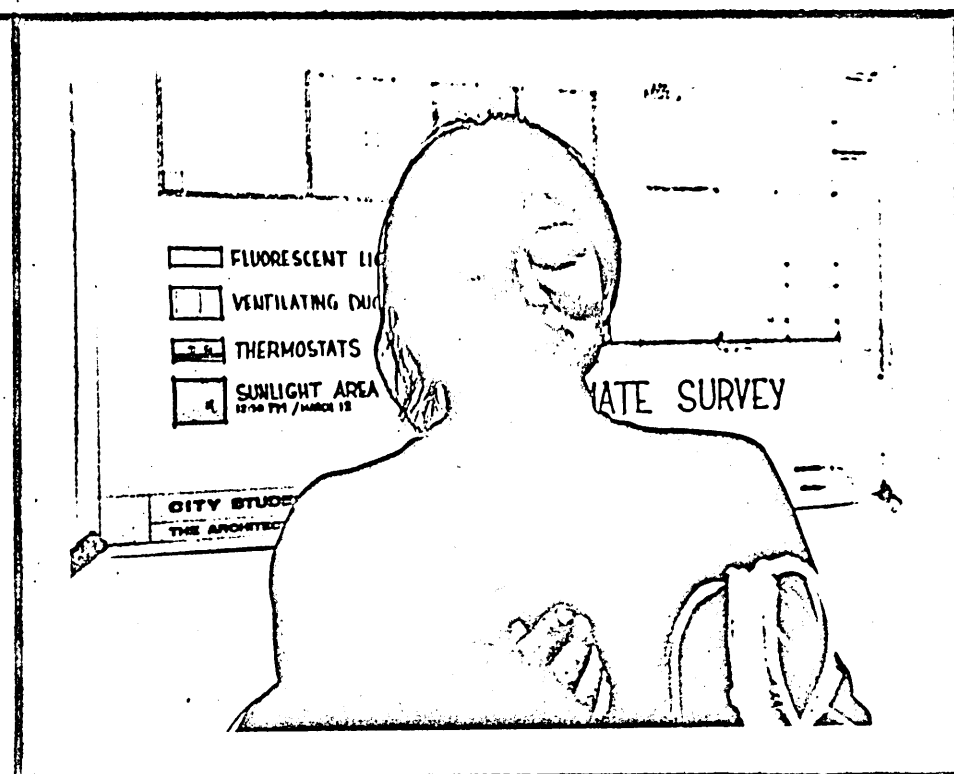
- juggling of CITY Staff by suspicious hiring and firing practices
- screening of mail (outgoing and incoming)
- appeasement of students by making promises that were never kept, then denying the promises were ever made.
- discouragement of the formation of a student community by such actions as eliminating a staff position dealing with student affairs, and making student groups clearly unwelcome in the offices by sticking them in that black hole of a "lounge".

I don't know how much of that was exaggeration and how much was truth, but one thing was physically evident — IT WAS IMPOSSIBLE TO TELL FROM GOING INTO THAT OFFICE THAT THE PROGRAM HAD ANYTHING TO DO WITH KIDS. There was that little kid-type residue there. It seems to me that you don't have that situation without some real effort to keep the kids invisible. It is not simply that the program doesn't care about the kids — it must be downright embarrassed by them.

THERE'S MORE



The kids, after all, are not very respectable, (which is what we all really love about kids) and, I suppose, represent a real threat to the respectability of the program and its legitimacy in the eyes of the school committee. But if this is true, I am afraid the program is dangerously close to being just as educationally bankrupt as the public schools.



The class was beginning to feel that they were up against tremendous odds. It was now clear that Mrs. Mann, custodian of the power, was opposed to the idea of a lounge in the front room. The students were not willing to work on a plan for the back room. Ultimately, the students had enough stake in having that lounge in the front room to make a go of it anyway. There was even talk of "squatting" in the front room if it came to that. The plan that was finally decided on is as follows:

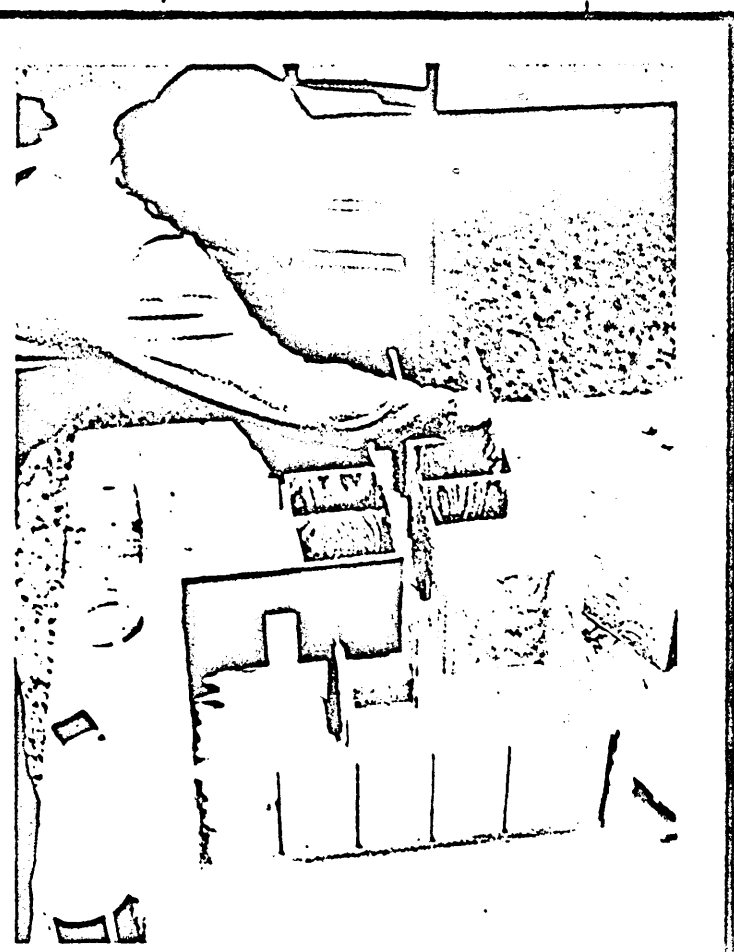
On March 21 or 22 there will be a meeting of the CITY Community Council. (CITY's token attempt at community relations) At this meeting the architecture course will make a presentation, which will include

- a model of the proposed plan(s) 1/2" scale
- analysis maps, 1/2" scale
 - circulation, room areas
 - microclimate
 - polls, questionnaires
- architectural drawings, 1/2" scale
- drawings/models explaining the building system
- catalog of lounge activities

The plans will show the front room as the lounge, and, if necessary another room as Mrs. Mann's office.

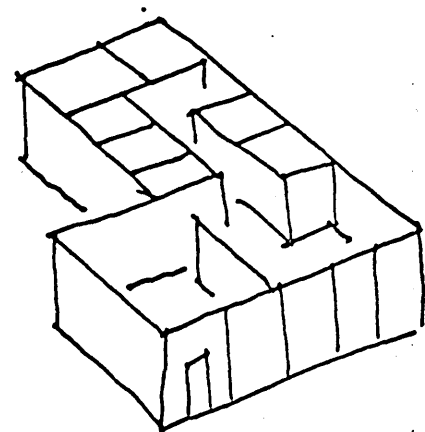
BIG MISTAKE: The decision was made to keep the plans "under our hats" until the date of the Community Council meeting to avoid giving Mrs. Mann the opportunity to reject the idea in private before other students, parents and members of the community saw the plans. This turned out to be a mistake because first, it was not fair to Mrs. Mann and the rest of the staff, about whom we were making assumptions which, true or not, we had no business making, and second, kids can't keep a secret.

Oliver showed up today, a Saturday, to help finish the base model, with Ilkka, Kenaan, and I. We painted it, put in felt rugs, and so on.



The kids' commitment to this project is really starting to come out. This was the first of several meetings outside of the regular class time we were to hold preparing the project for the big presentation. At later meetings of this type we were to get the whole class out, even though the meetings were optional. The kids were consistently willing to give up their weekend time to see the project through.

MAR 3



MAR 6



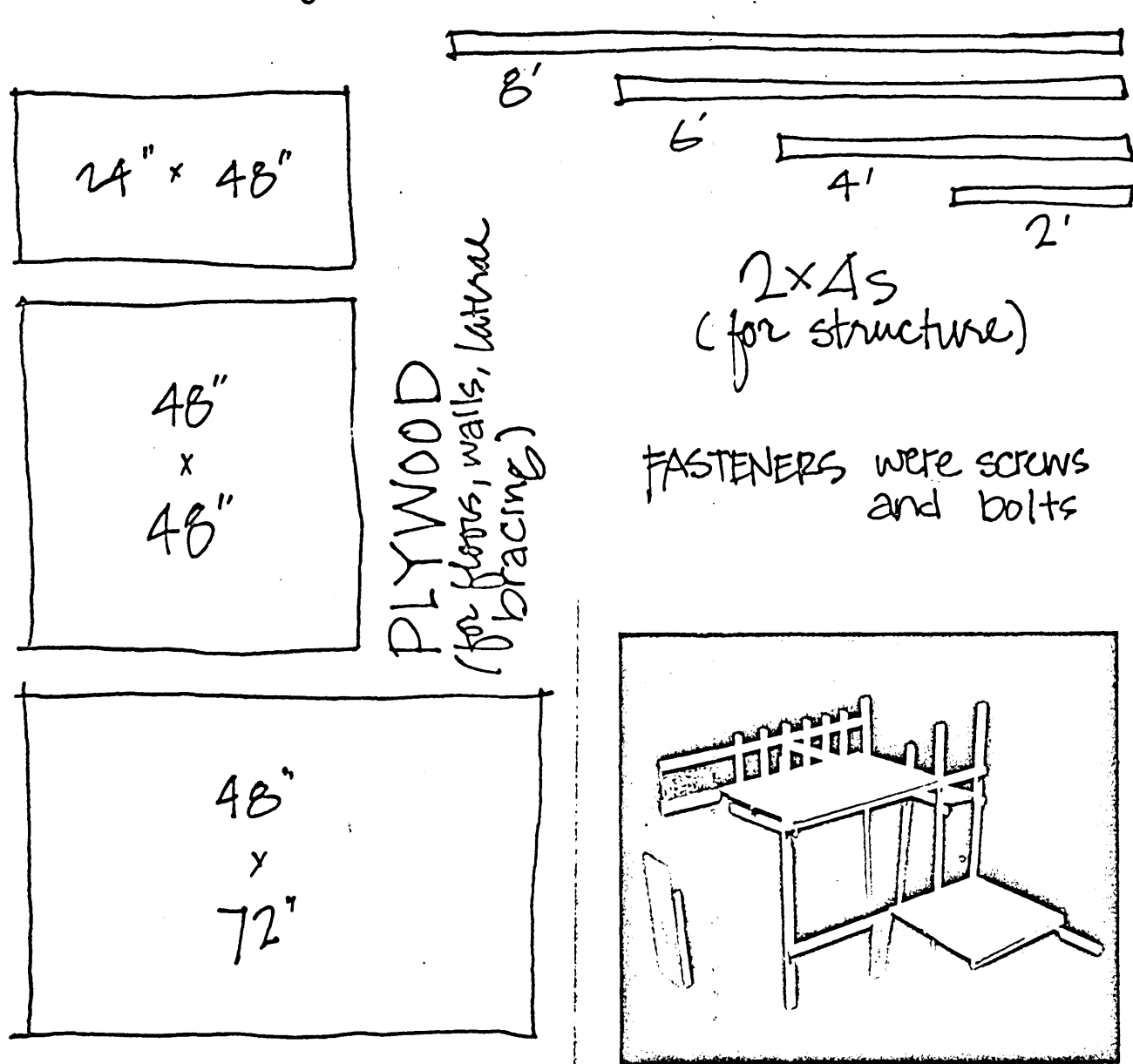
Today was the day the "make-up-or-bring-in-a-building-system-for-the-lounge" assignment was due, but nobody really had anything except Jack and Edward, who had done what was more like a design for the lounge than a description of a system. I'm afraid I inadvertently jumped on them for it. Maybe it was because they were already designing, and skipping over the "architectural process" we had so laboriously prepared for them, but at any rate I failed to accept what they had done at face value, which was an inexcusable error, and I'm afraid the kids took it personally. I have a lot to learn about teaching.

SCHOOL DAYS

50

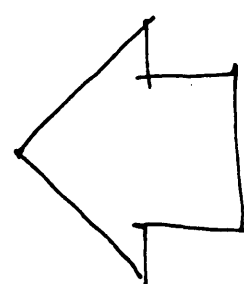
Mostly what we did was to discuss a questionnaire and idea sheet to be circulated among the other CITY students, with questions pertaining to the amount of time the kids spent at CITY, and whether they thought a student lounge was a good idea, and would they be willing to participate in building. The class decided to make it a big sheet which would be put up in the present student lounge at CITY to collect responses. This turned out to be a **BAD IDEA** — we got very little response, mostly because few of the kids even saw it. Why should they? — There was no reason to go to the CITY offices, considering the kind of space that had been set aside for them.

It is becoming more and more evident that the teachers are going to have to be at least as together as we can ever expect the kids to be. That is especially true NOW, with only two weeks to go until the BIG PRESENTATION. The course will have to become highly structured, and the teachers may have to do a major amount of the work. As good the kids are at working, they have to have a solid framework in which to operate, especially now.



Later, Kenaan, Ikka, and I met and worked out a schedule for the next two weeks. It looks pretty rough.

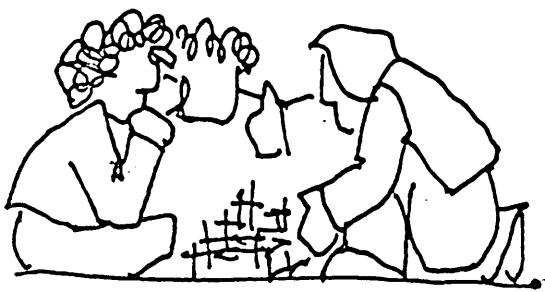
We also developed a furniture building system, in case the kids didn't come up with anything next class (it had been again re-assigned).



THE TEACHERS' BUILDING SYSTEM

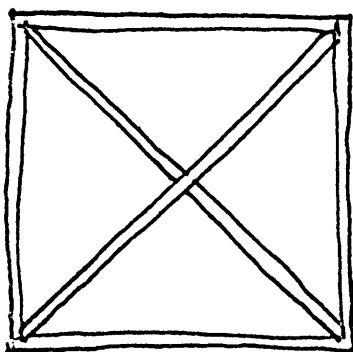
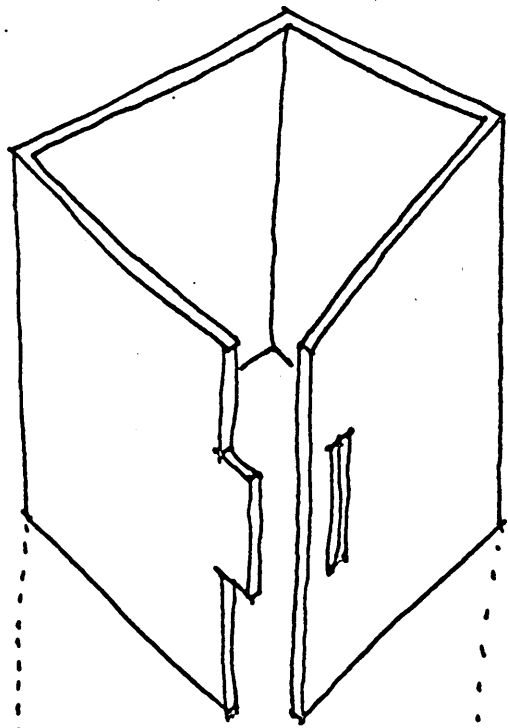
MAR 8

WHAT THE KIDS BROUGHT IN:

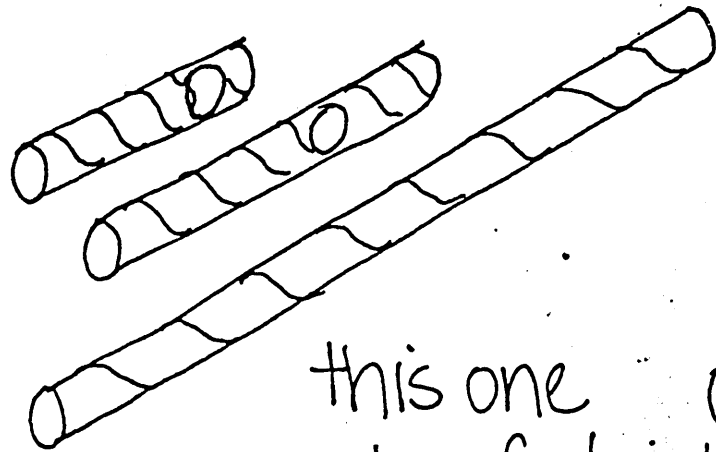
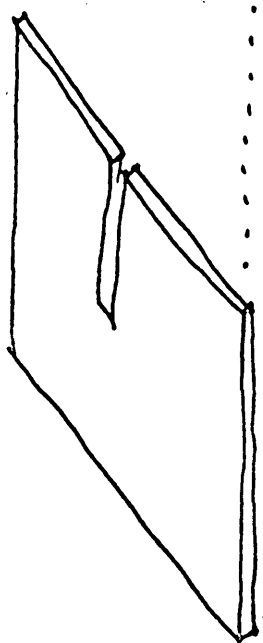
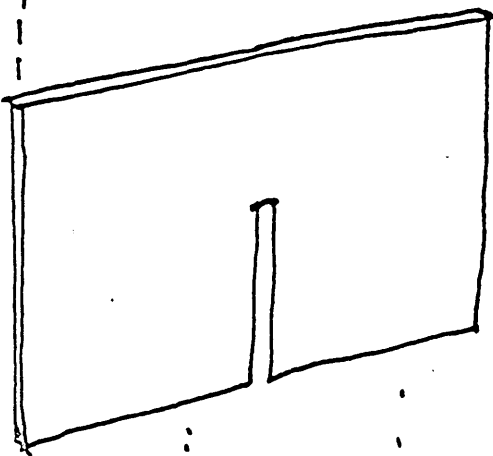


This was a cardboard box, with diagonal bracing to make it structural.

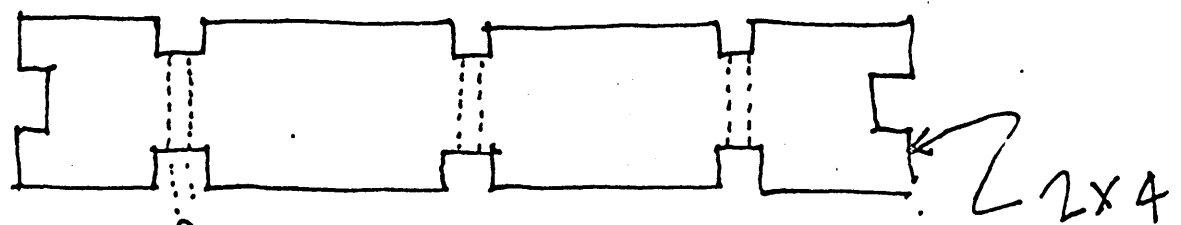
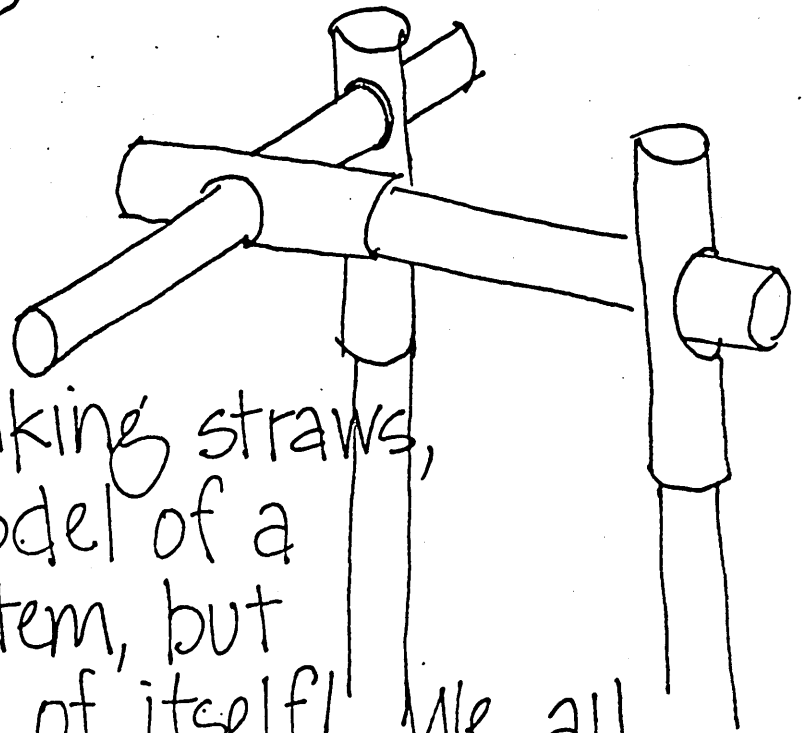
It is collapsible for easy moving.



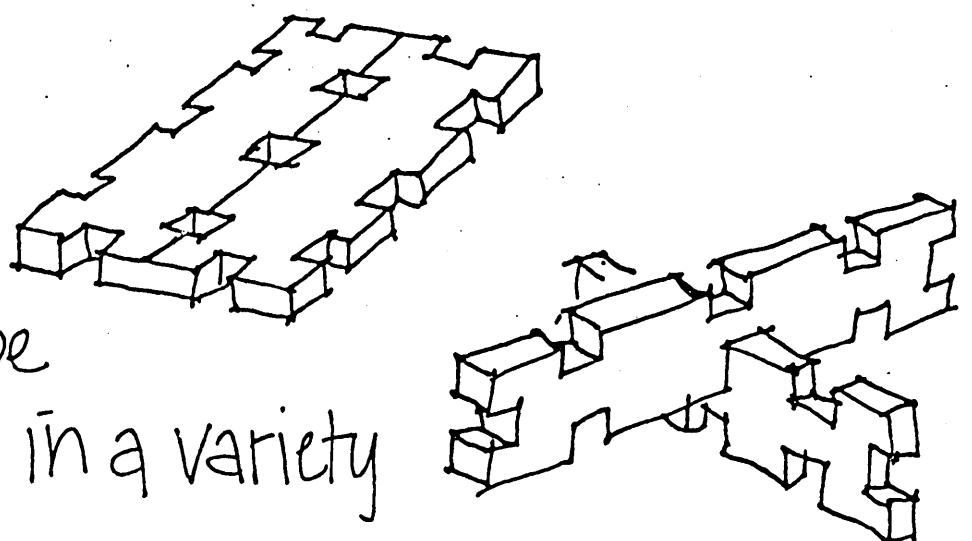
PLAN



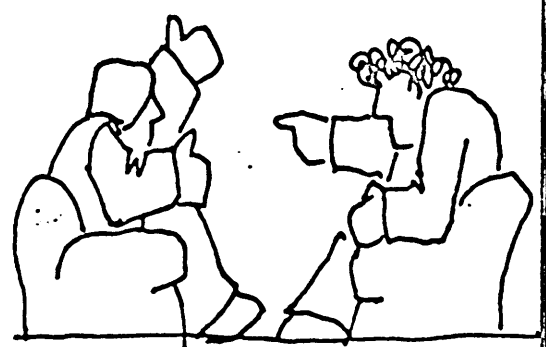
this one was made of drinking straws, supposed to be a model of a pipe and pipe joint system, but was a very nice thing of itself! We all played with it a long time.



notched wood system - can be joined together in a variety of ways.



MAR 8



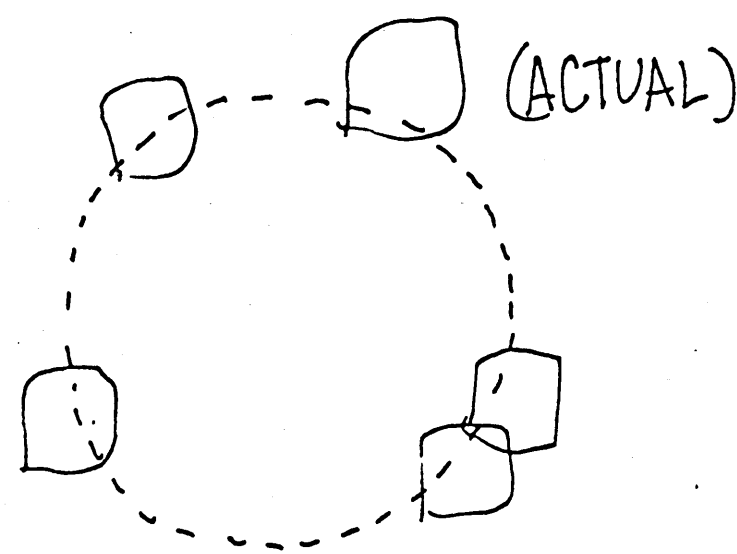
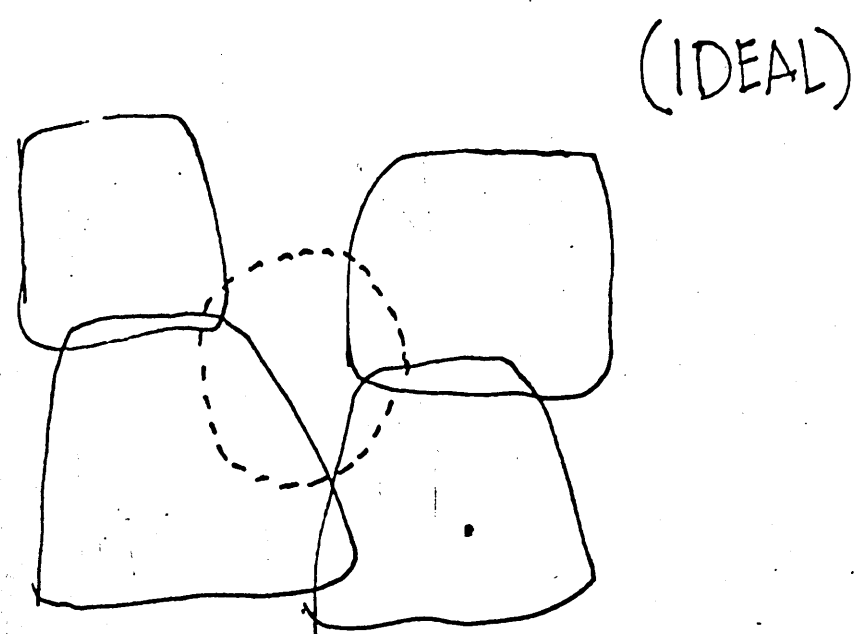
I did more jumping on people in class today, this time on Kenaan.

I had thought he was too single-minded in his approach to the building system issue, that he was allowing the students' ideas to enter into the actual finished scheme, in only a very minimal way — that the teachers' scheme was the main or basic one, the most important because we had done it, and student schemes could become absorbed in it as infill or decoration, such as railings, seats, and so on.

Anyway, I flew off the handle, and succeeded only in perpetrating confusion and animosity by bringing up my feelings in class.

I am coming to realize that my own preoccupation with participation and my thesis is coloring my attitude toward the course, and my actions in the course, often causing me to work at cross purposes to Kenaan and Ilkka. My own stakes are too high. I have to change either my thesis, or the relationship of the thesis to the course, or drop one or the other, or this dissatisfaction and confusion will never clear up.

THE WAY THAT I SAW IT TODAY



SOLID LINES — STUDENT IDEAS
BROKEN LINES — TEACHER INVOLVEMENT

Today we sprung the schedule on the kids — we had divided it up into two "phases" (one for each week) each with three parts. Each part would be supervised by one teacher, and each kid would work on only one part of each phase. There is a lot of work, and I don't know if we can finish.

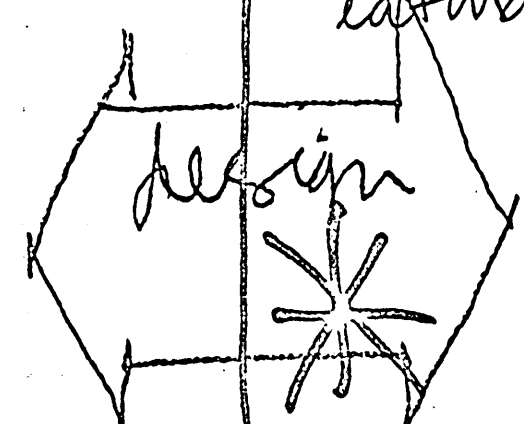
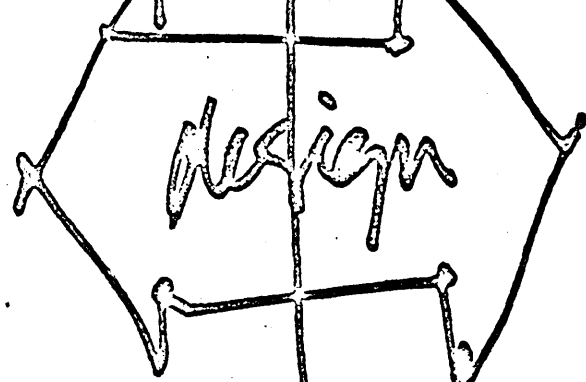
CONFLICT

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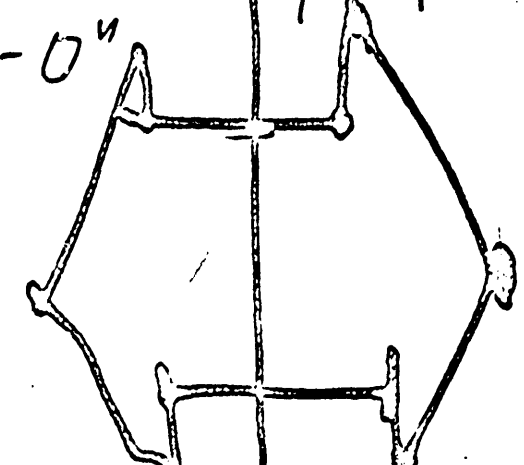
MARCH

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------------------|--------|-------------------------------------|-----------|--|--------|---------------------------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 work on phase I |
| 11 | 12 | 13 work on phase I | 14 | 15 PHASE I COMPLETE | 16 | 17 work on phase II |
| 18 work on design | 19 | 20 work on phase II design | 21 | 22 PHASE II COMPLETE Begins | 23 | 24 |
| 25 | 26 | 27 work on phase II | 28 | 29 presentation to big group | 30 | 31 |

PHASE I

| GROUP I (Ikka) | GROUP II (Andy) | GROUP III (Kwam) |
|---|---|--|
| <u>ANALYSIS MAPS</u> present circulation present use microclimate questionnaire idea sheet | <u>LOUNGE ACTIVITIES</u> sleeping quiet places studying sitting music design spaces for handicapped eating | <u>BUILDING SYSTEM</u> poster describing system 1/2" scale model |
|  |  | |

PHASE II

| GROUP I (Ikka) | GROUP II (Andy) | GROUP III (Kwam) |
|--|--|---|
| <u>SLIDE SHOW</u> | <u>ARCHITECTURAL DRAWINGS</u> site plan 1/2" = 1'-0" room plan 1" = 1'-0" sections (2) 1" = 1'-0" circulation 1/2" = 1'-0" | <u>MODEL</u> finished design using building system existing furniture people |
| <u>MOCKUP OF BUILDING SYSTEM</u> (full scale) if time is time |  | |

The problem with teamwork is making the team work.

Kanaan and I have the greatest respect for each other's ability to do good work. Given the same problem, however, we would go about solving it in completely different ways, with completely different attitudes. The result is that anytime we tried to do anything together, an enormous amount of time and energy was lost in argument. It required a lot of openmindedness on all sides to work the differences out, and unfortunately that openmindedness could for a while only be gained through conflict and argument.

A smoothly operating team, however, can be a very good thing. There are at least two groups of people that can benefit from the team:

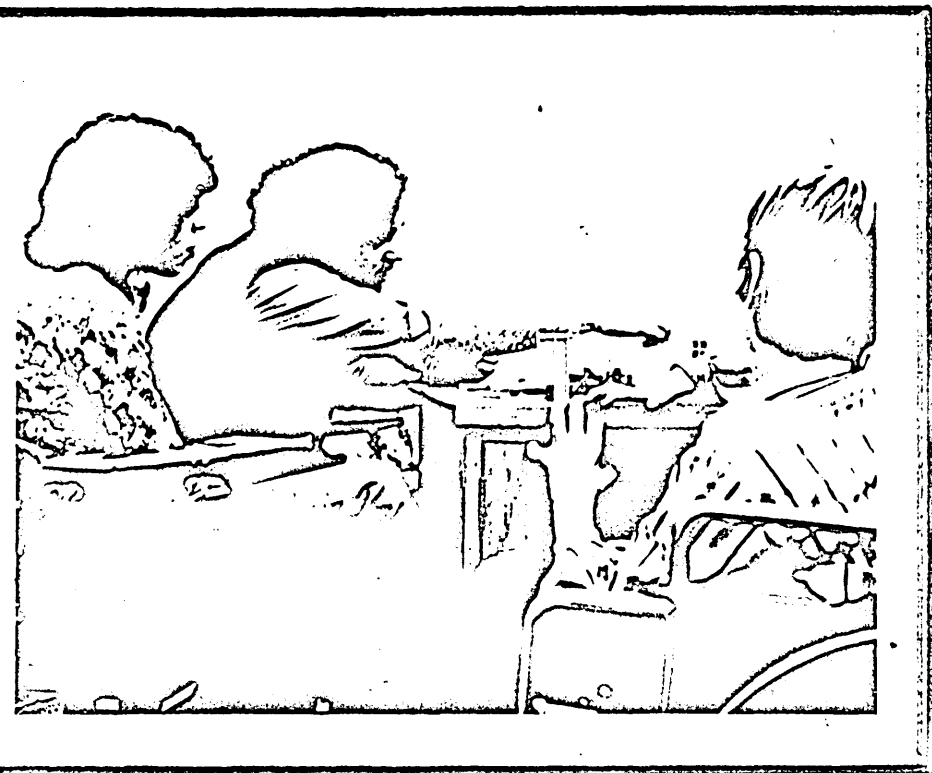
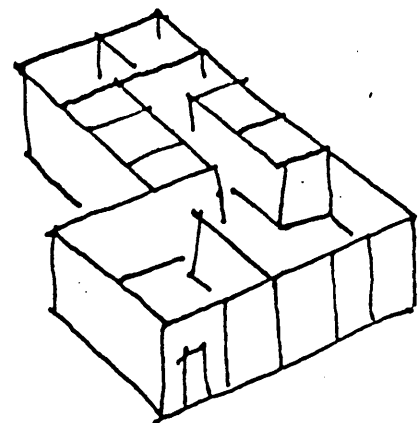
1. The "client" or community group (or students in the CITY case) to whom the team (it should have a range of attitudes, experience, and vocabulary) can offer a range of alternatives, and a clearer idea of the possibilities. This can further help in "demystifying" architecture — to demonstrate there is not only one "solution" to a problem.
2. The members of the team themselves, who (if they let themselves) can enrich their own vocabularies through contact with themselves, each team member feeding on the experience of the other.

This kind of relationship can be really valuable — but again, it is one that requires compatibility of purpose, mutual respect, and some selflessness to avoid being self-defeating.

MAR 13

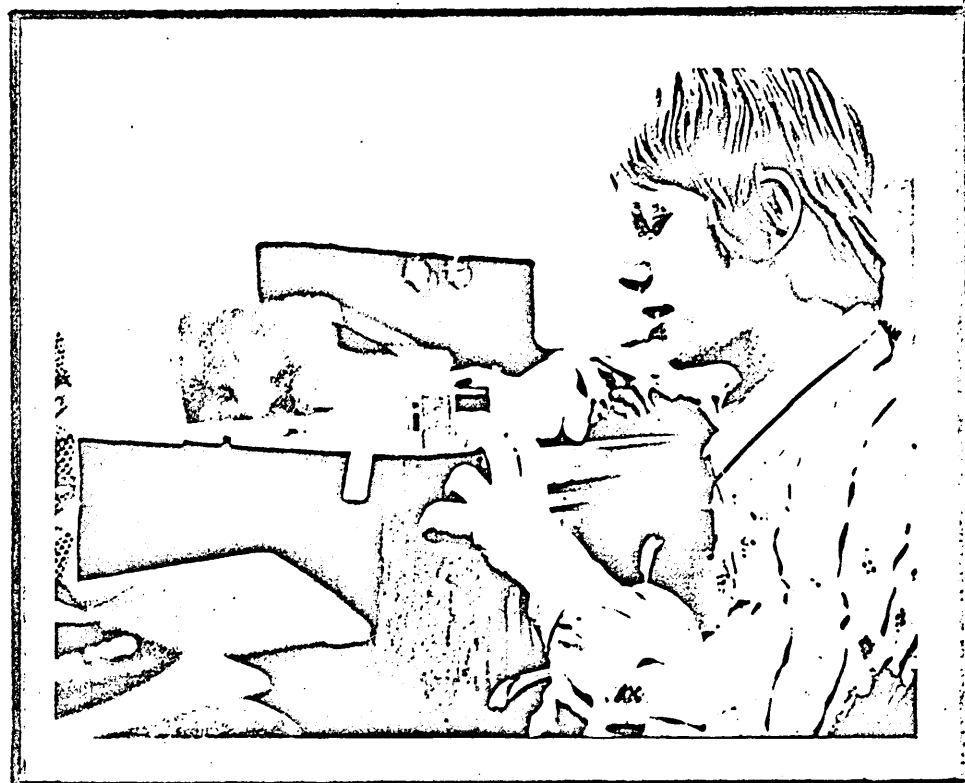
Another fabulous weekend work session! Today we put phase I into motion.

Kenaar's group began to finalize and model the building system, using models of individual systems

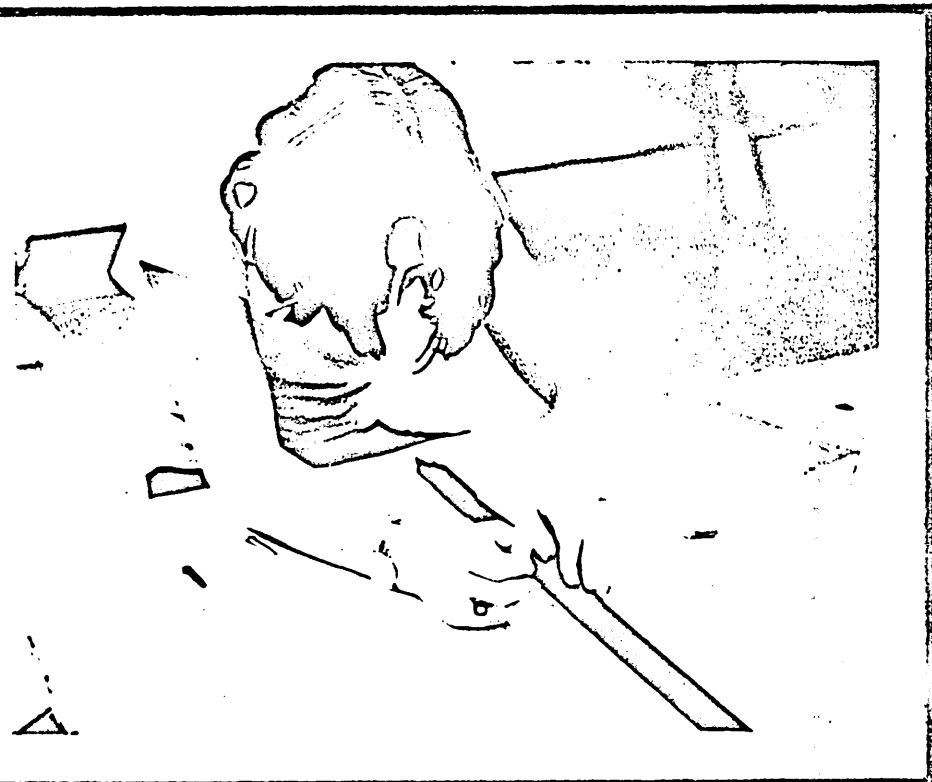


the students had brought to the session. His group has the hardest job, the most decisions to make. If the division of the work is too inequitable, the different groups will have to help each other out.

Ilkka's group was busy getting all the analysis maps into presentable form, having already collected the necessary data in several visits to the CITY offices. The drawings were turning out to be very

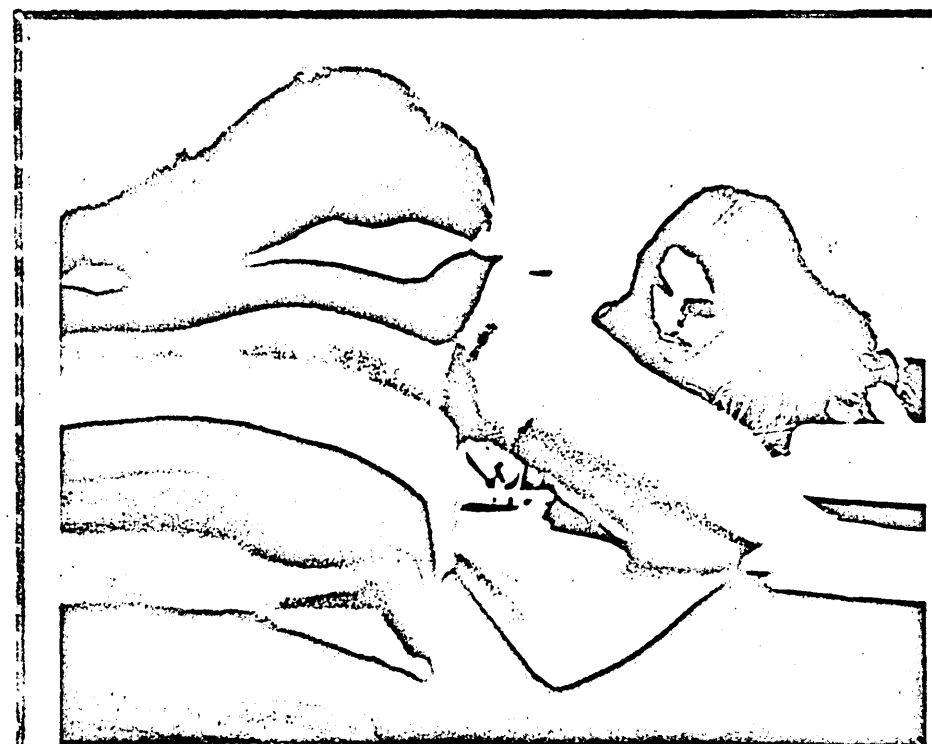


professional-looking and beautiful.



My group worked on posters describing the "Catalog of Lounge Activities". The idea for these was to be as spontaneous as possible, and for that reason we were able to finish the work in the first session.

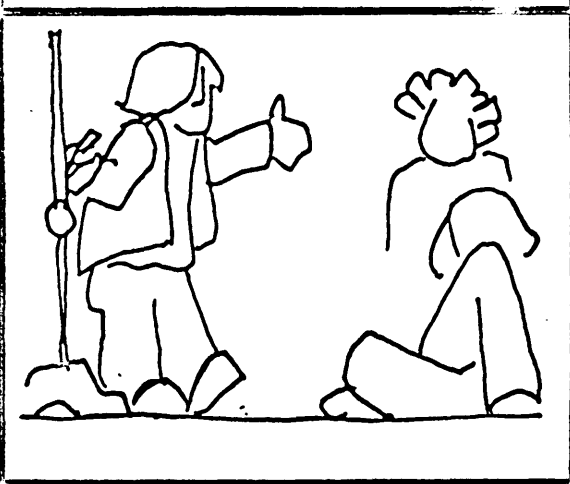
The teachers all did a large amount of the work (due to the shortness of the time) and each group acted as a real team, with everyone taking a pretty much equal part, teachers and kids. It was a great way to work and teach, the kids picking up on our ways of doing things and participating in the doing at the same time.



WORK

57

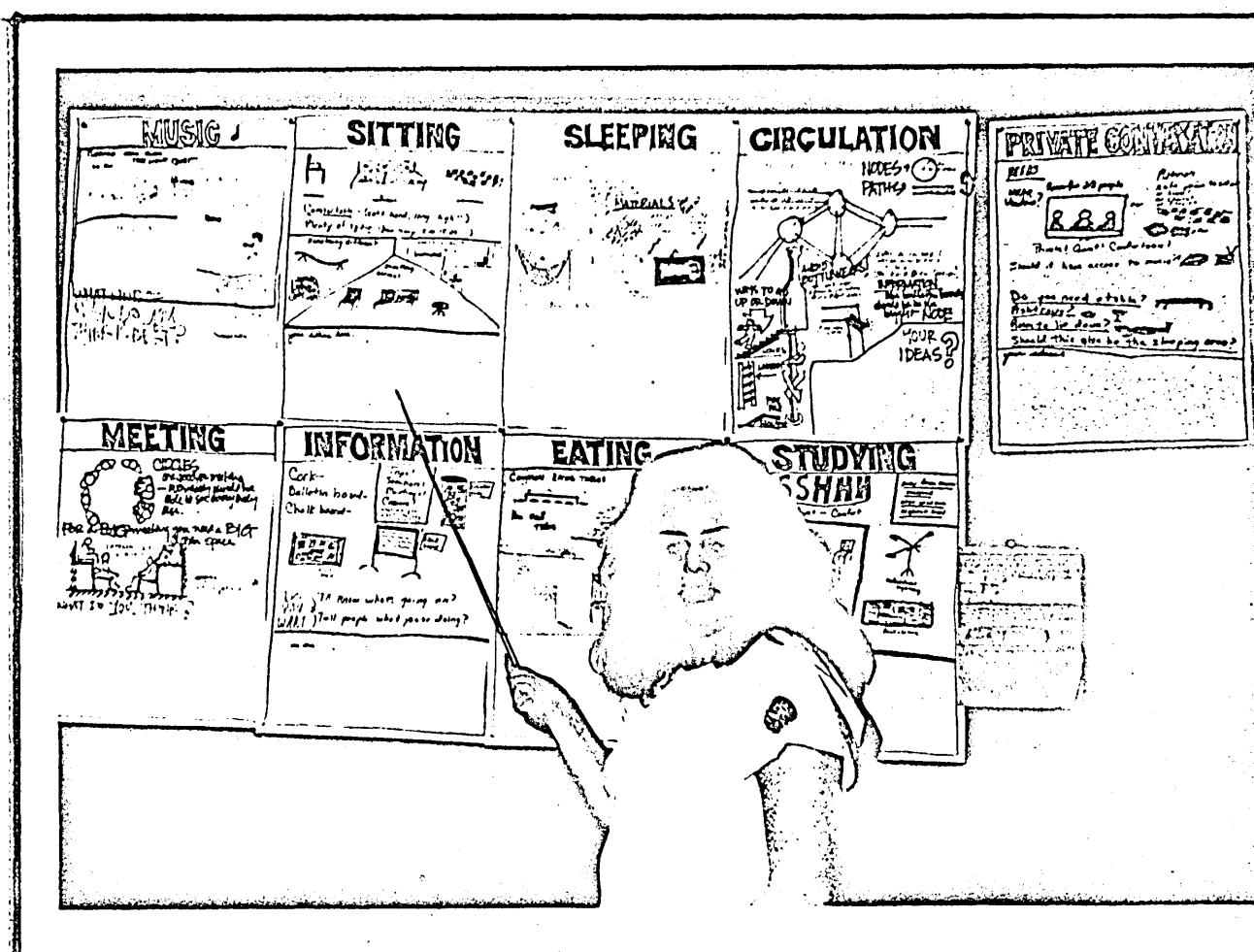
MAR 15



WE GET A BREAK: Harry, who is in the class, is also the chairman of the CITY Community Council. His work for the class recently has been to establish a date for the meeting, and to put the class presentation on the agenda, and to publicize the meeting so that people will come. Today he told us the meeting would be on the 29th rather than the 22nd, giving us an extra week.

This is especially refreshing because work to this point has gone right on schedule, except for the building system group. (it had much more to do than the others) The decision was made to defer Phase II to the week of March 22-29, and use the coming week to finalize the building system, and develop some sketch designs on paper, to make the drawing and model building in Phase II a lot easier.

We held an impromptu mock jury, to give the kids an idea of the kind of grilling they might eventually go through at the Community Council, and to work out some ideas on how the presentation should be handled. The kids had pretty good arguments to counter just about everything we came up with, and the kids seem confident they can argue their case pretty well. Their main arguing points are 1) the existence of a large amount of unused space in the front room, 2) not enough space or ventilation in the back for large groups of people. 3) an overly crowded corridor leading to the back room, and 4) there seems to be a lot of student interest in having a decent lounge.



Plans were made to post the "lounge activities" sheets in the CITY offices so they could gather comments and suggestions.

REVIEW

59

SLEEPING

Do People WANT MANY Sleeping Places? WHAT ABOUT SOUND?

POSITIONS FOR SLEEPING

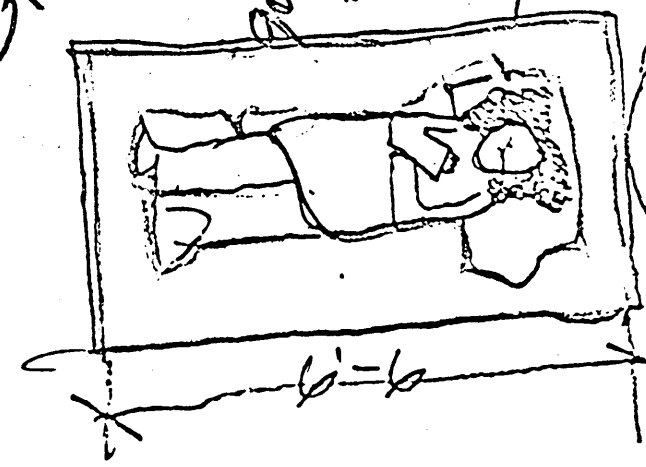
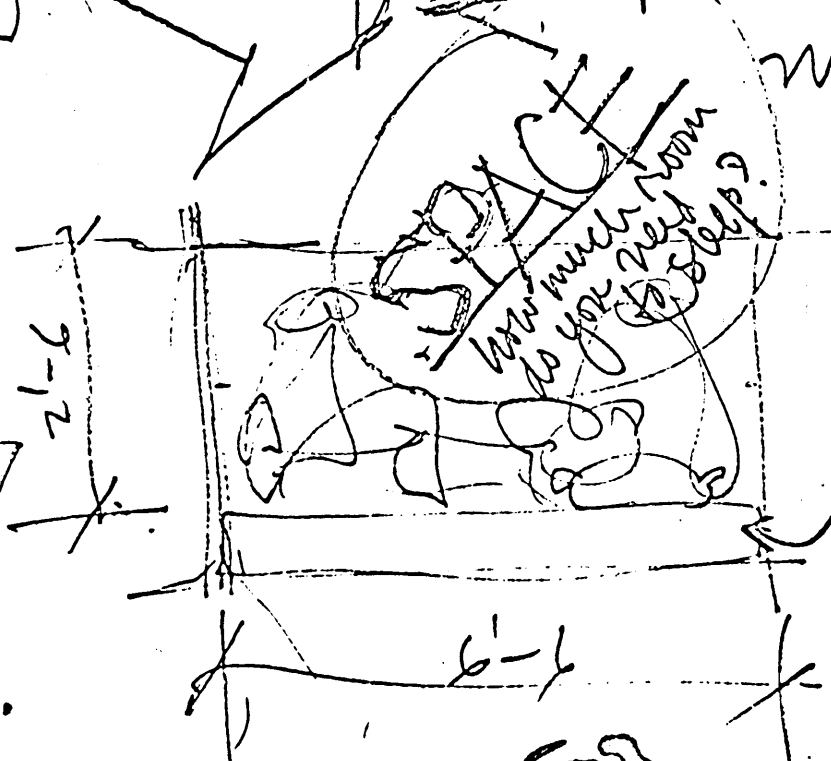
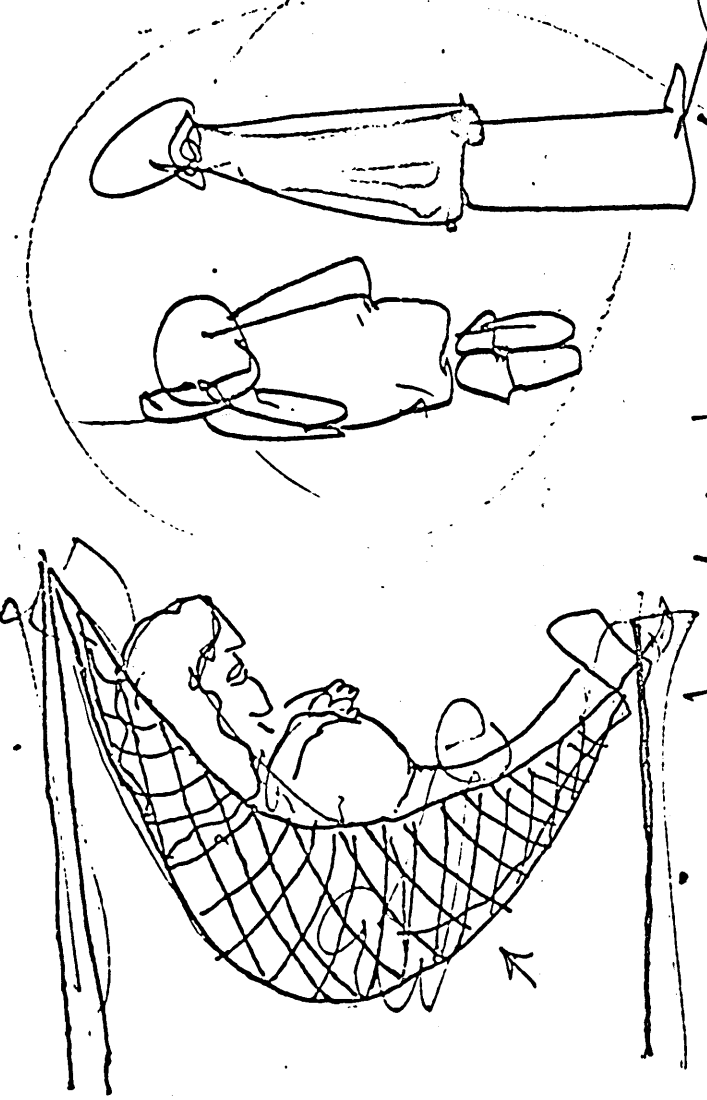
WHAT ABOUT LIGHT?

you have to have something soft to sleep on

MATERIALS

what do you sleep on?

Bed Roll
HAMMOCK
MATTRESS
GIANT PILLOW

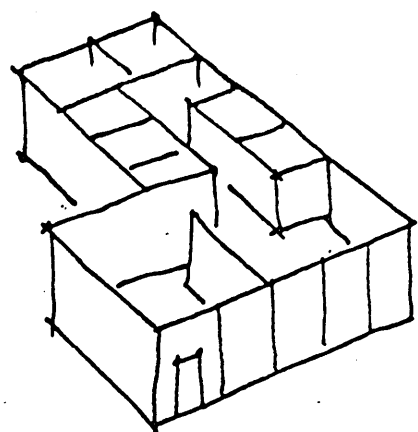


your ideas here: They should be big enough to hold two people. and three and four

hammocks, too! preferably collapsible ones to conserve space.

This is one of the lounge activities posters. (reduced 25% from a colored original) The others are in the back.

MAR 18

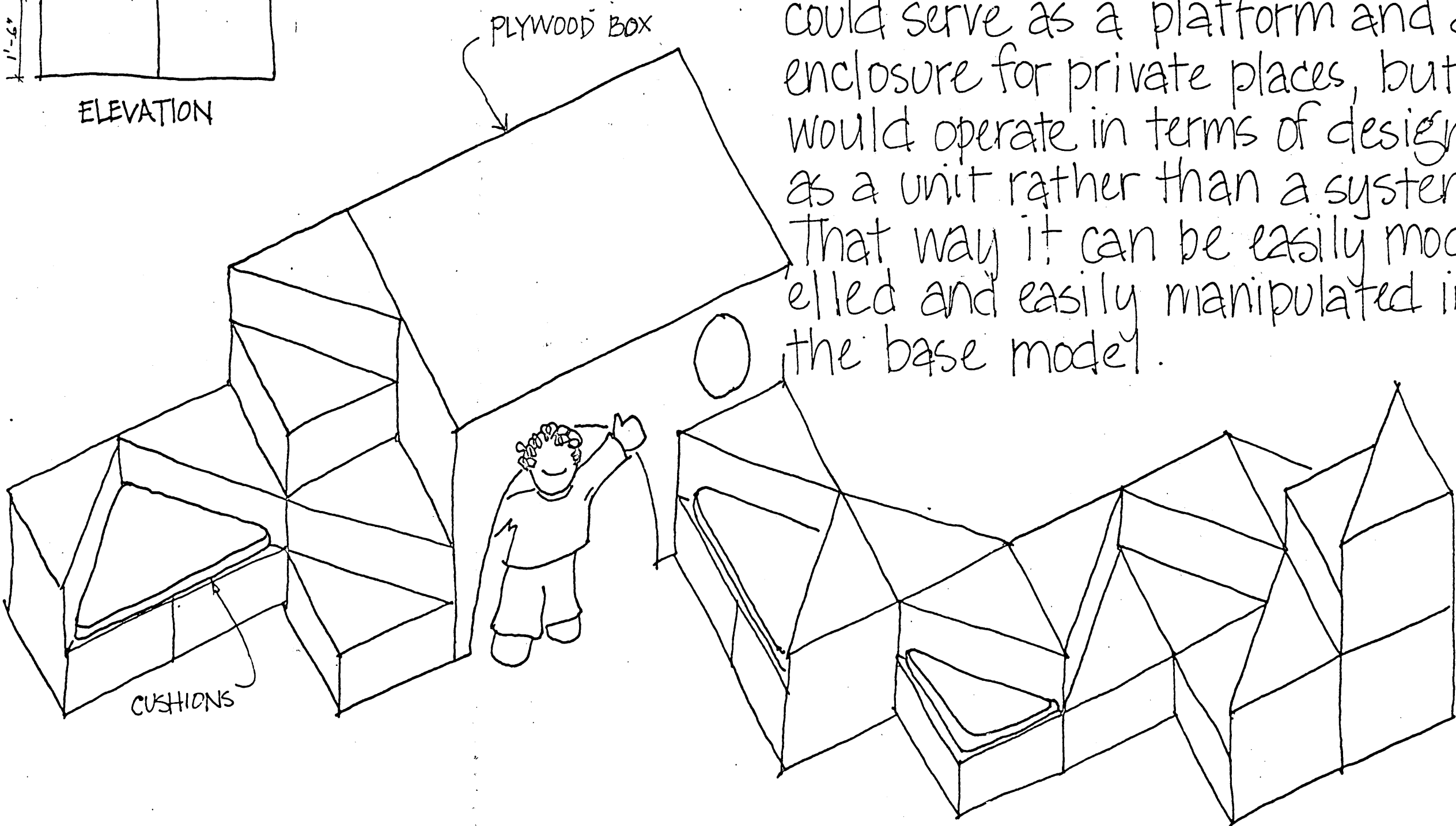
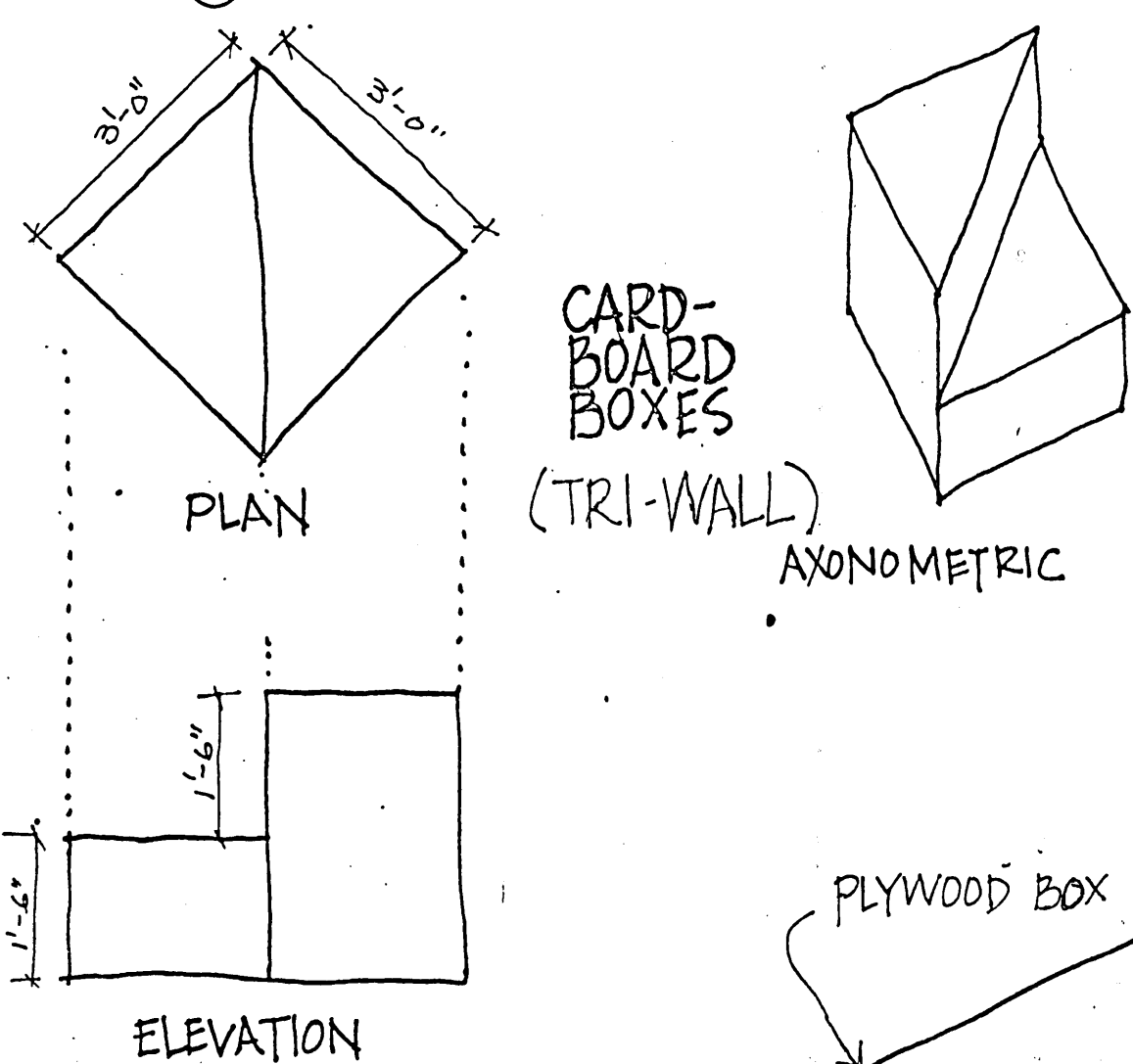


We met today to make the building system final, at least in terms of the presentation. A gradual change in attitude had come about since that day that the kids (and us) had first brought systems to class, and favor had shifted from stick-and-plane systems like the wood and pipe examples to volumetric systems, like the cardboard.

The cardboard box system has several advantages: It makes designing with the model very easy — scale models of the boxes can be used as building blocks. In the same way, it makes the actual space very flexible — the full scale boxes would be light enough to be easily movable by anybody using the space.

At this session we improved on the original box design by making it a bit more interesting and useful than a simple rectangular solid. With the new design one box can be used alone as well as with other boxes.

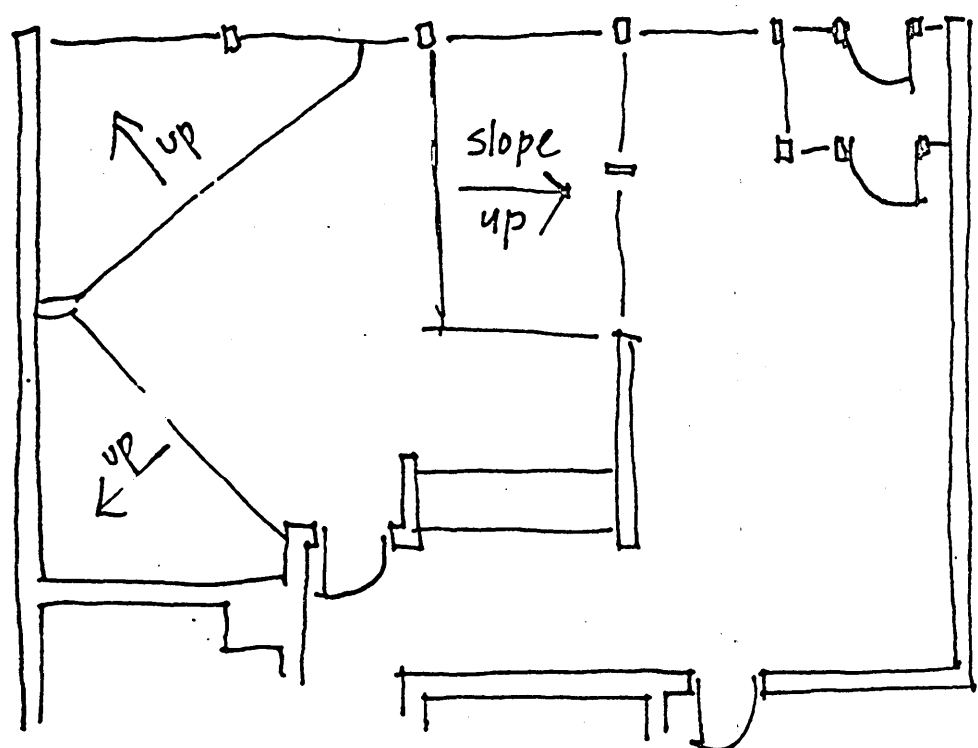
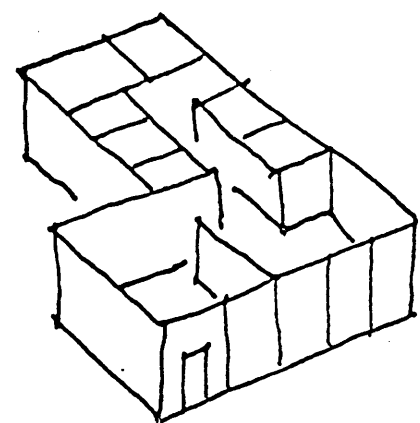
We kept the 2x4-plywood stuff as far as a unit which could serve as a platform and an enclosure for private places, but would operate in terms of design as a unit rather than a system. That way it can be easily modelled and easily manipulated in the base model.



MAR 20

Earlier today Kenaan and I built models of the new building system, but we decided not to introduce them to the kids until about the middle of the class.

We wanted first to try designing on paper, doing space diagrams on prints of the plan. We had, last meeting, introduced this concept, but it hadn't really caught on, and homework assignments to do these hadn't been done.



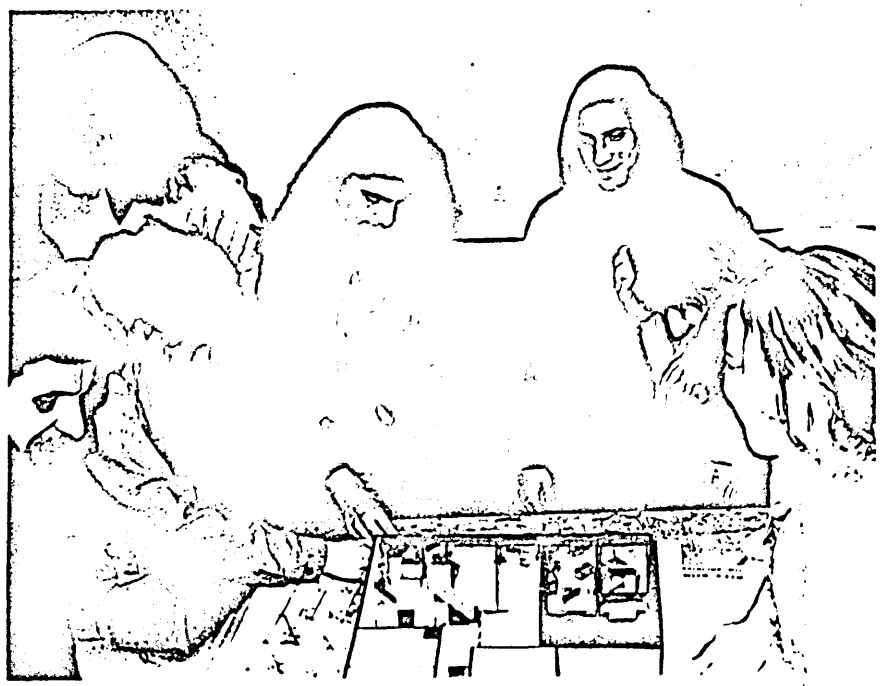
Jack, however, brought in some more independent work—models at 1/2" scale of some ramp-like sloping floors for the front room, and a cubicle with a ladder, and the stuff just had to be tried out in the model right away.

So the space diagrams never really got off the ground. We brought out the model, with all the new stuff, and started designing. The model works much better than drawings anyway, as a design tool.

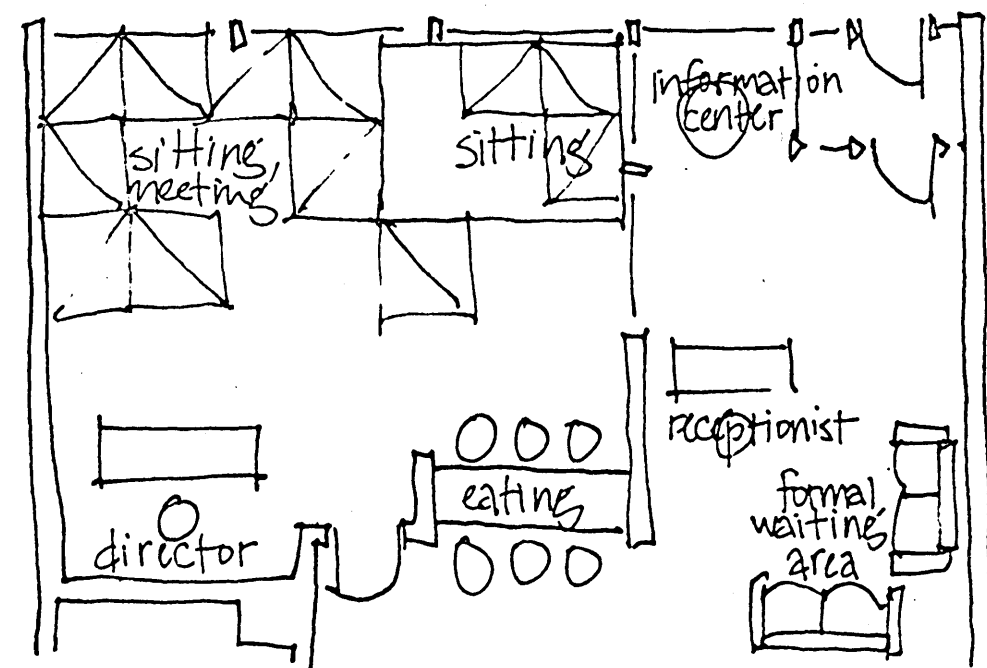
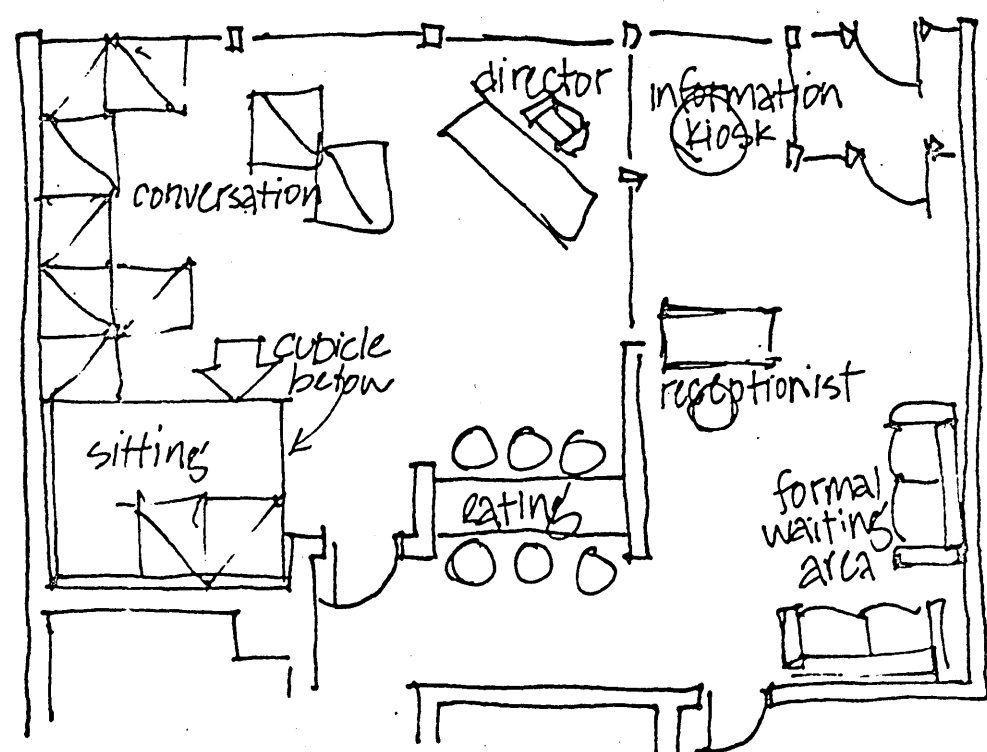
We have not yet, however, given up the idea of doing some designing on paper with the kids. We feel it is a valuable exercise.

We haven't seen Harry, our liason with the Community Council, for three meetings, and we are getting

worried about our status there. Some kids said they would find out about it.



SOME SCHEMES



Here is where the story starts to get good.....

Oliver called Kenaan the same night as the last class. He was quite worried, and had this information:

1. He had got a letter announcing the Community Council meeting, with the agenda attached — and the course presentation was not on it. Instead, the agenda had items of everyday business on it which looked so boring that nobody would ever want to come.
2. He found out Harry, whose job it was to get us on that agenda, had dropped the architecture course, and could not be got hold of.

Kenaan immediately called me. I said that Betsy had taken on the responsibility of finding Harry, and should by the next class, in two days.

But Betsy couldn't contact Harry, had got the infamous announcement, and called Ilkka. Ilkka went (Wednesday morning) to CITY to see if he could get the presentation put on the agenda.

He walked right into a CITY staff meeting about the architecture course.

It seems there had been some kind of information leak, and in the unfortunate, misguided attempt to keep the material in the presentation secret, the action we were to take got magnified in scope and purpose through four or five whispered word of mouth passageways, until it got to Mrs. Mann. By that time our class looked like a massive guerilla movement to take over the CITY offices.

Ilkka was given the third degree about what we were planning, and he described the course as diplomatically as possible without spilling the whole beans.

Ilkka was rather shaken by this experience, and called me. He asked me to call Dr. Losborne, who had been at that staff meeting, and to find out what had gone on at the part of the meeting when Ilkka was not there. I did that.



This was Dr. Losborne's story: Evidently the staff was feeling threatened to a high degree, and had latched onto Dr. Losborne (because he was there) with all manners of accusations, among them the accusation that he personally was agitating students against the CITY program.

The staff was annoyed (and rightly so) that they had not been consulted earlier in the design process. It was a complete mistake to try and maintain secrecy about this project. There are several groups indeed who have not been represented in the process, and it cannot be really called advocacy planning or participatory architecture at all. The result of the attempted secrecy has been an enormous misunderstanding of everybody's motives and plans. We (the teachers) were caught up in some heavy student prejudices about the program and its staff, and that was inappropriate.

The upshot of the whole deal is that Mrs. Mann refused to allow the course to present work before the community council until the staff had a private presentation. We were told the entire staff of CITY would come to class next Tuesday to see the stuff.

MAR 22



Most of today's class was taken up in discussing the new developments, and in mobilizing for next Tuesday, when the whole CITY staff would come to see the work. This is what we decided about this presentation:

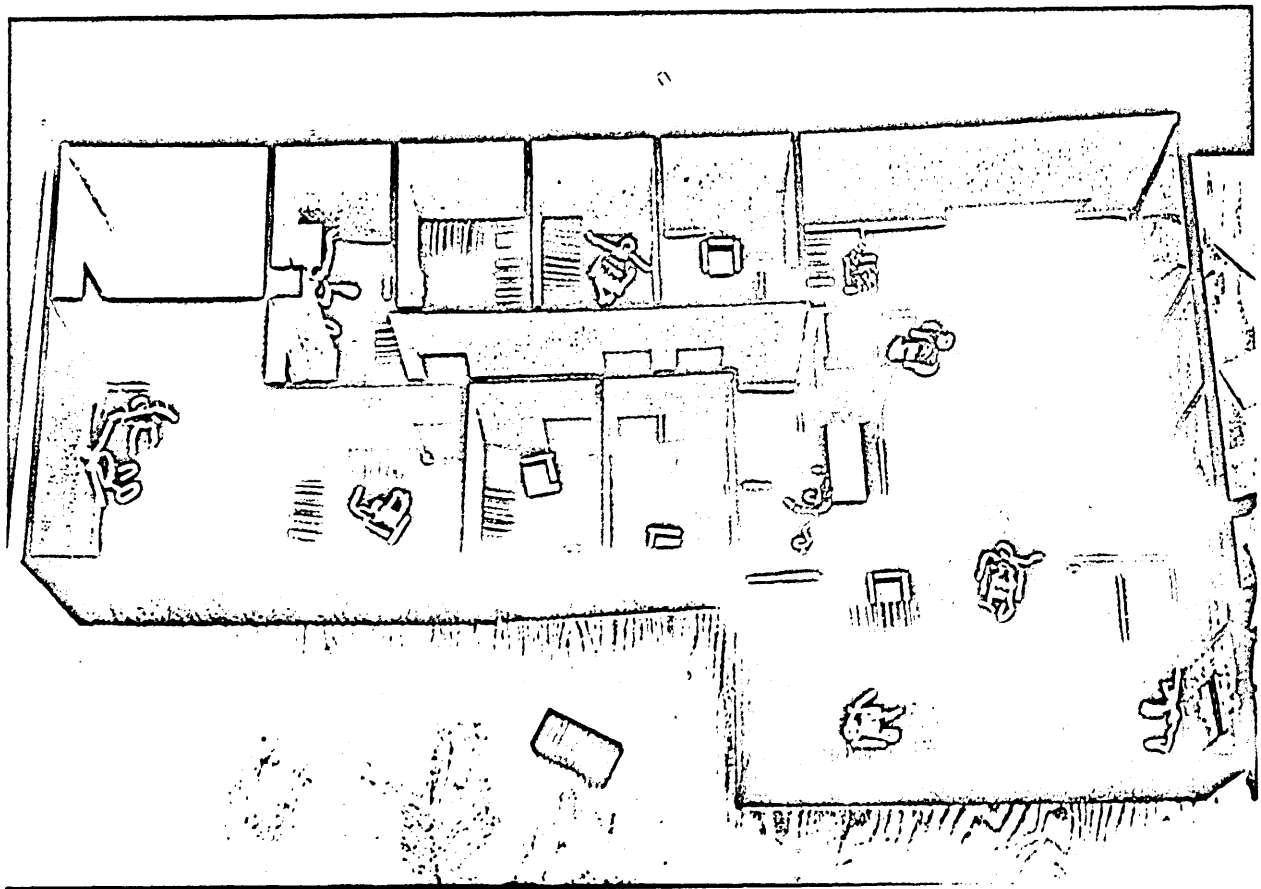
1. To be honest about what we have been doing.

After all, we are not planning a massive guerilla takeover of the CITY offices. We have approached this design problem in a professional way, and no designs have been shown the staff because none have been prepared up to now. We are recommending the front room be used for the lounge on the basis of professional analysis.

2. Not to have a finished design, but a finished building system, and invite the staff to participate at that time in designing with the model.
3. To make a real presentation out of it, with food and everything.

What we would be presenting would be Phase I work, some independent student work, photographs, and hopefully some space diagrams. The model would originally be set up in the same way that the offices are now, and would be changed during the presentation by a student explaining how the building system is used.

The teachers told the students at this meeting that the presentation would have to be handled by the kids alone. We were not going to say a word in their defense, should they get into trouble. It's their lounge, and their fight.



We planned to hold a practice session on Sunday to organize the presentation.

PLANS

65

MAR 25



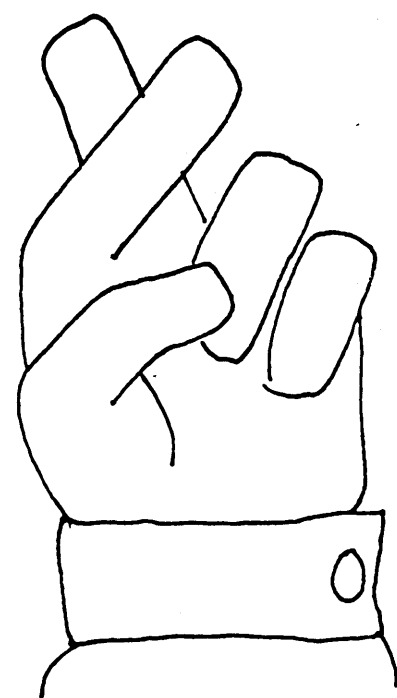
It is a bad idea to have a class at nine o'clock on Sunday morning, especially such a tedious one as this one was. Student apathy was overwhelming — no excitement about the situation or the work, students confused as to what they were going to do at the presentation, but naturally bored saying the same stuff over and over again. I got the feeling that these kids would not be capable of selling the best architecture in the world.

We made a plea for some concern, and reiterated our intention of not speaking at all during the presentation.

All in all, it didn't look good. The only encouragement was that all the kids but one showed up. There is some commitment involved in coming to class at 9:00 AM Sunday.

PRESENTATION SCHEDULE:

1. Betsy — will introduce the project and give a short history of the course.
2. Charley, Oliver — will discuss the ANALYSIS of the existing space
3. Tom — will discuss the catalog of lounge ACTIVITIES
4. Dick, Jack — will discuss the BUILDING SYSTEM
5. Charley — will bring it all together, and begin the DESIGNING session



WORRY

66

1. WE EXPERIENCE SOME PSYCHOLOGICAL WARFARE, AND EMERGE VICTORIOUS.

When we finished putting the drawings on the walls, and the food on the table, we had quite an impressive show, which obviously reflected a tremendous amount of student work. Then Dr. Losborne arrived with this story:

Mrs. Mann had just told him that she was not coming! She said that she had another engagement, but that Barney and Mrs. Bedwin would come — she thought that was "sufficient".

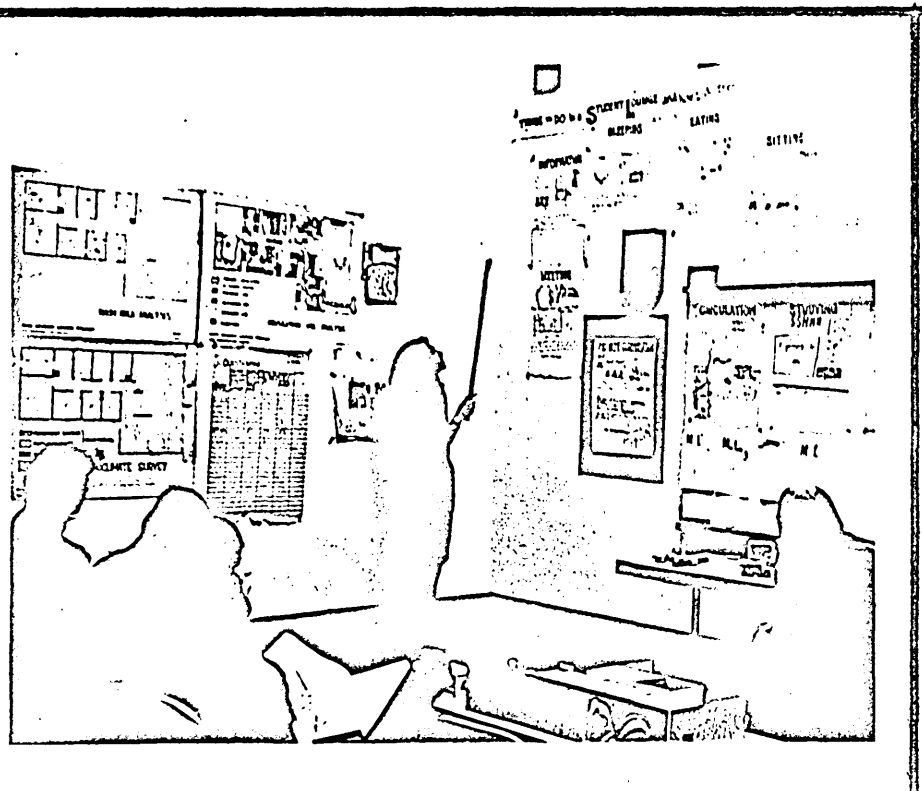
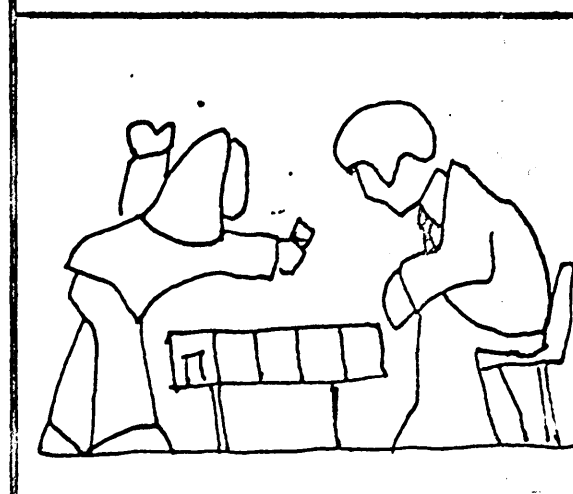
We had been expecting the whole staff!

This was like saying to the students, "What you do is not important enough for me to waste my time looking at it, and certainly not important enough to send more than two staff." It was meant, I felt, to tire the kids out, to make them feel their energy was being wasted.

When Barney and Mrs. Bedwin saw the walls, and the table, and what was happening, Barney asked where he might find a phone, and left for a little while.

Fifteen minutes later Mrs. Mann and two other staff showed up. I considered that somewhat of a moral victory.

MAR 27



2. THE USE OF THE FRONT ROOM IS HARDLY AN ISSUE.

Despite my worries, the kids did an absolutely beautiful job with the presentation — and no one challenged them on the idea of using the front room. Then again, nobody came out directly in support of the idea either..... The major issue was

that the quality and impact of the work was so great that it could not be passed by lightly. Mrs. Mann's eyes were alight at the promotional value to the CITY program that this work could have.

We got the OK to present at the Community Council meeting. The more people that see this stuff, I guess, the better.

3. THE STAFF GETS LET OFF THE HOOK.

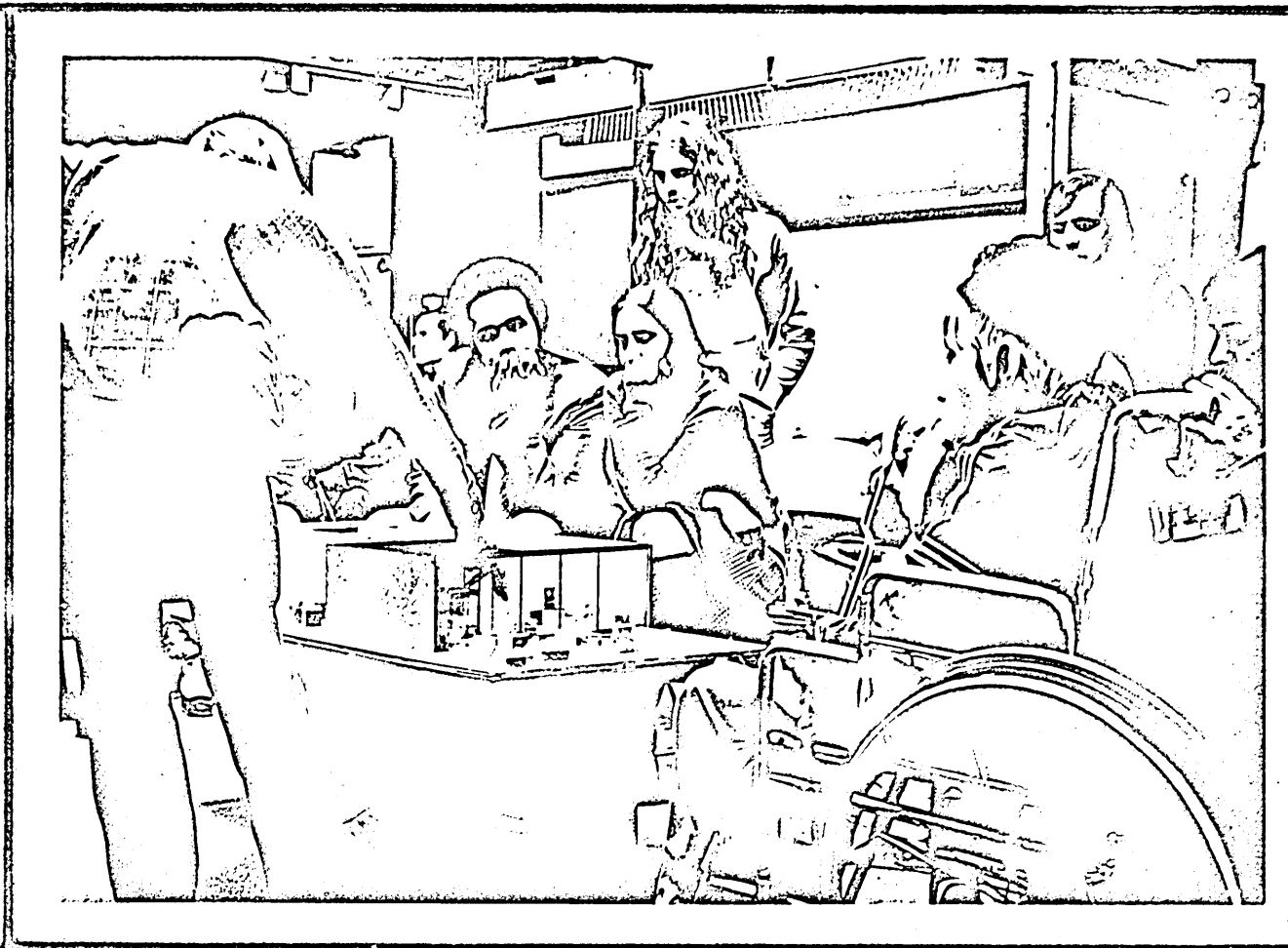
Barney, speaking for the staff, intimated that the real fear had been that the class had a finalized design for the CITY offices which, after presenting the work to the Community Council, we would ask for a vote on.

That would mean taking sides, something the staff definitely didn't want to do. (Some staff had been told these things would happen by students who weren't in the course — this is the value of rumor-spreading due to attempted secrecy.)

Anyway, when the staff saw that this was not our intention, and we didn't have a final design, it gave them a lot of breathing (and, as it turned out later, operating) space.

After the staff had all left, and the class was just breaking up, a man came by to talk to us. He was part of a team of consultants from out of town that had been contracted to evaluate the CITY program. We enjoyed tremendously talking to him about things that happened in our course so far, and our impressions about the way CITY was being run.

He came to see us, I suppose, because our course was so controversial recently, but we also found out that the architecture course had the highest attendance record of all the courses being given at CITY, and was being touted as just about the hottest number the program had to offer. This made us as teachers feel pretty good, as one might imagine, but I think a lot of what makes the course important to the kids is that they have a tremendous amount of personal stake in the project, and they have a lot of pride in feeling this project and this course is their own.



I have mixed feelings about being a volunteer in working with community groups.

It is GOOD to be a volunteer in that you are never afraid of losing your job. This gives you a certain amount of license in what you do, what hours you spend, how you work, and so on. But even more important, it means that you are free to fight, or at least speak out against, those problems with concepts or people which you will invariably find, doing this kind of work. In the CITY experience I was able to speak quite freely about the ways in which I thought the program was being badly administrated, talking with the program evaluation team.

It is BAD to be a volunteer, first and most obviously because your only recompense for the work you do is in personal satisfaction (which can be pretty meager), and second, because in a money-conscious society, people tend to think that anything they don't pay money for is worthless, including people. This was especially true in the CRC project. I know that if I had been hired to do that work I would have been taken a lot more seriously.

It's hard to get around the problems, and unfortunately very rare to find a community group with which you can establish the kind of mutual trust that can make the payoff for volunteering as great as it really ought to be.

MAR 29

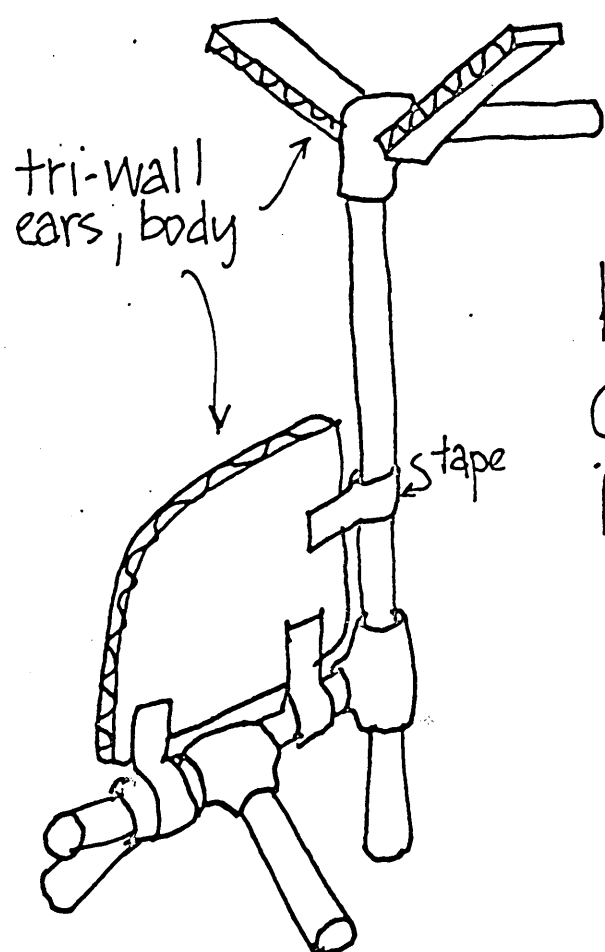


We wanted to build a full-scale prototype of the box to show at the Community Council meeting, so Ilkka and I went to the place that sells tri-wall for materials. They only had in stock one size of sheet, $3\frac{1}{2}' \times 4\frac{1}{2}'$. We figured out to make the box as designed, 3 feet on a side, it would take 7 sheets—at \$2.30 per. We found, however, by eliminating the bottom and one inner brace we could do it with 2 sheets if we reduced the size to $2'-3"$ on a side.

Next day in class we built it. Everybody participated in all the operations. Considering it was the first time, it went really fast.

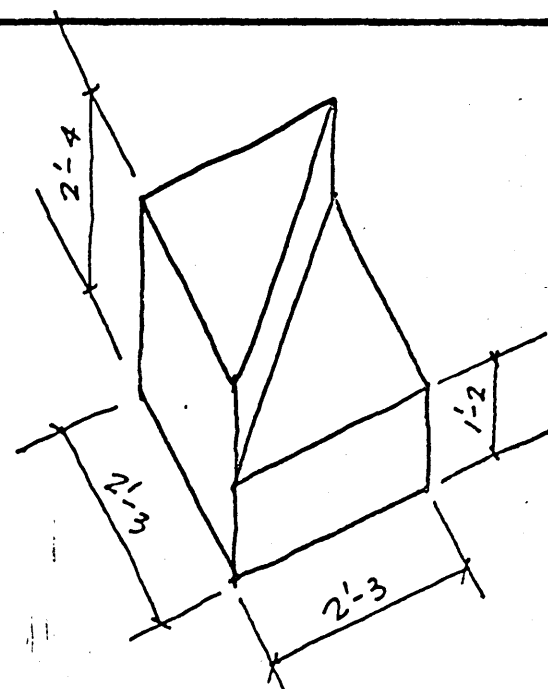
By the way, I wouldn't recommend doing it this way—you really need that second diagonal brace. We were forced into it by the economy of the situation.

We borrowed some pipe and joints from the exhibition room to show how that stuff went together. Ilkka and the kids made a sort of giraffe out of it.

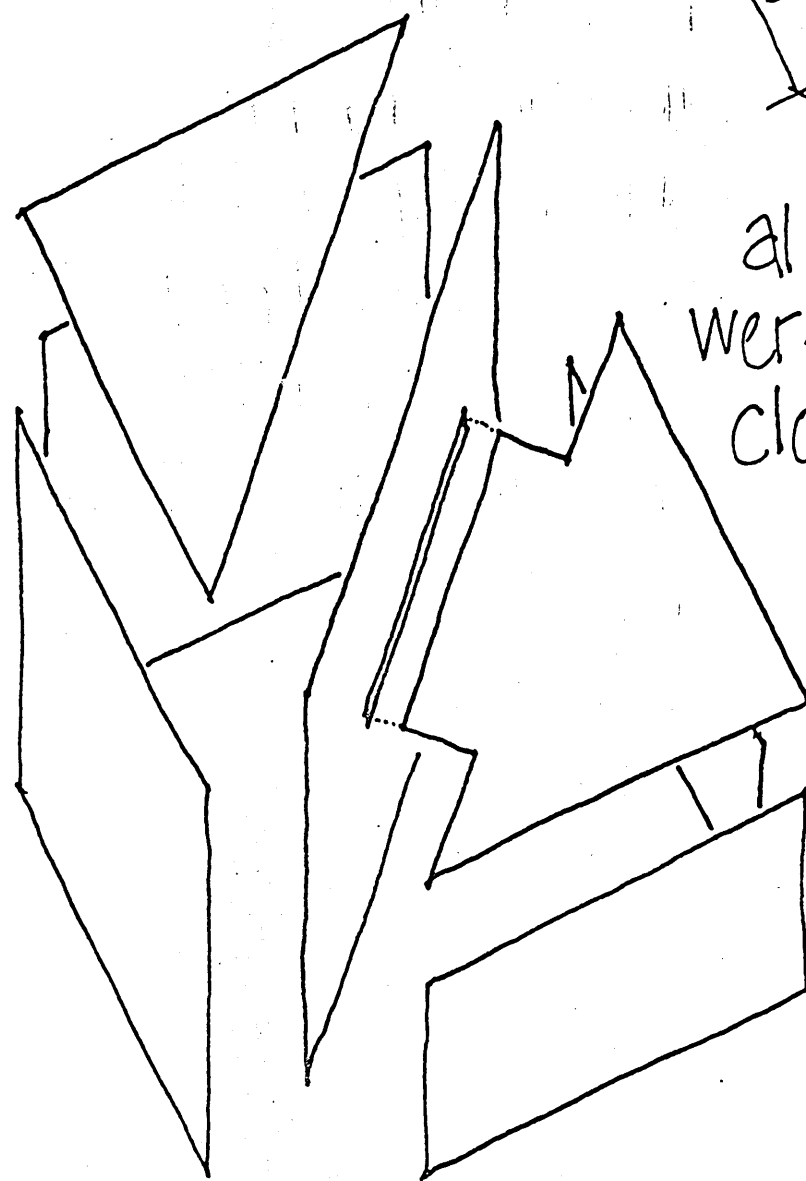


The big meeting is later this afternoon, and the kids seem pretty confident about it. They are a cool bunch.

THIS IS THE WAY WE BUILT IT

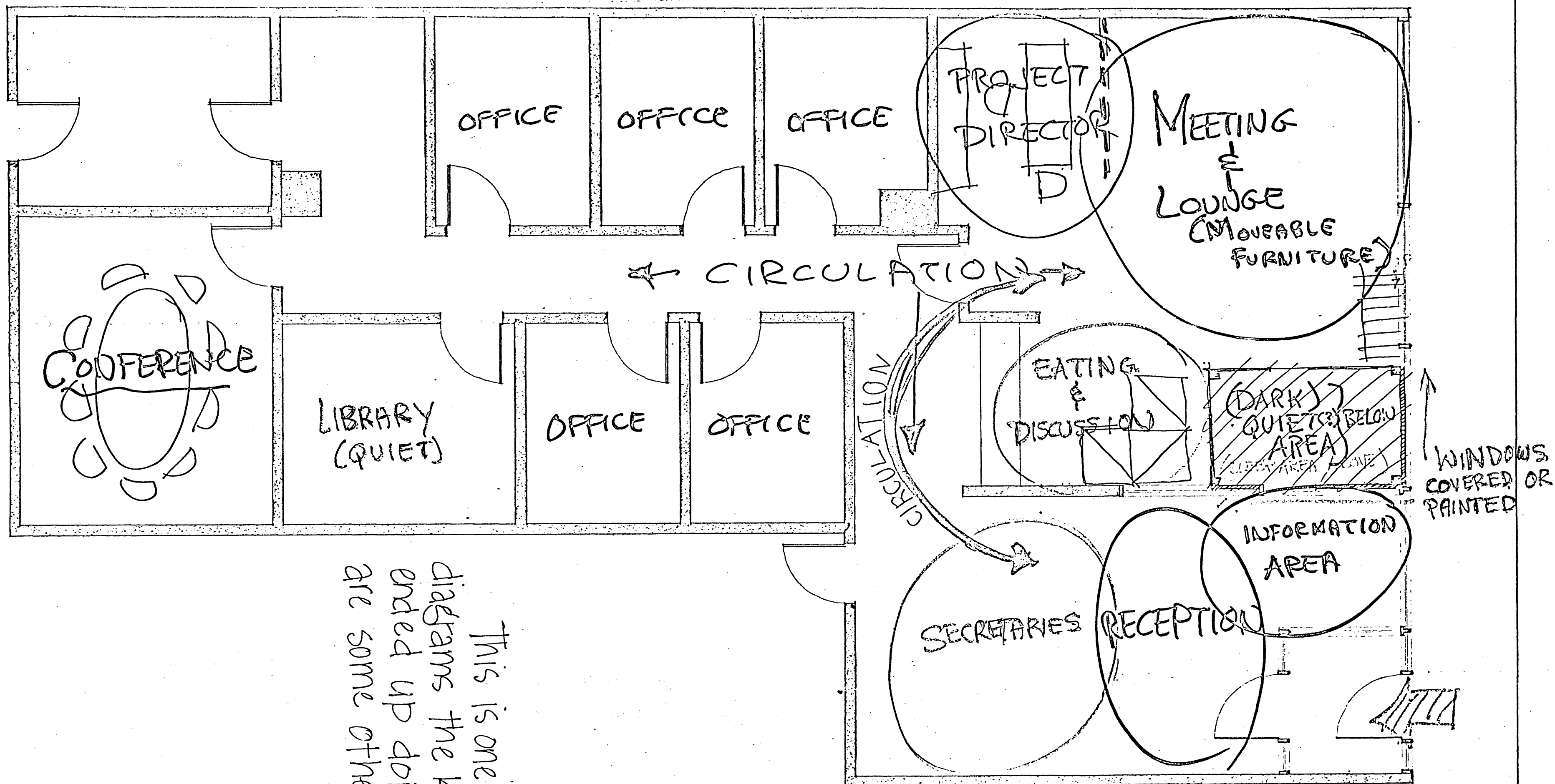


all joints were made with cloth tape, 2" wide



WORK

70



BUBBLE DIAGRAM

This is one of the space
diagrams the kids finally
ended up doing. There
are some others in the back.

17

CITY STUDENT LOUNGE PROJECT

THE ARCHITECTURE COURSE

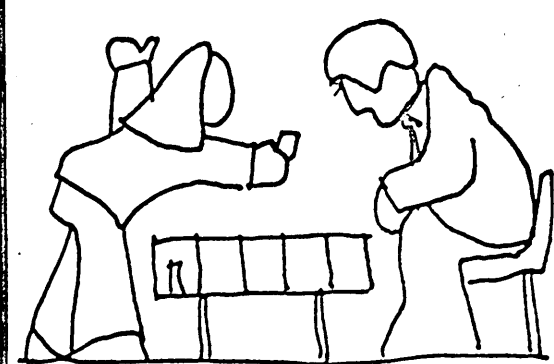
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COMMUNITY COUNCIL MEETING: THE OPPOSITION DOES ITS HOMEWORK.

MAR 29

The kids did a beautiful job of presenting their work. If anything they were more cool, more bold than the last presentation, and the people there—staff, kids, parents, community people, and visitors—were rightly impressed.



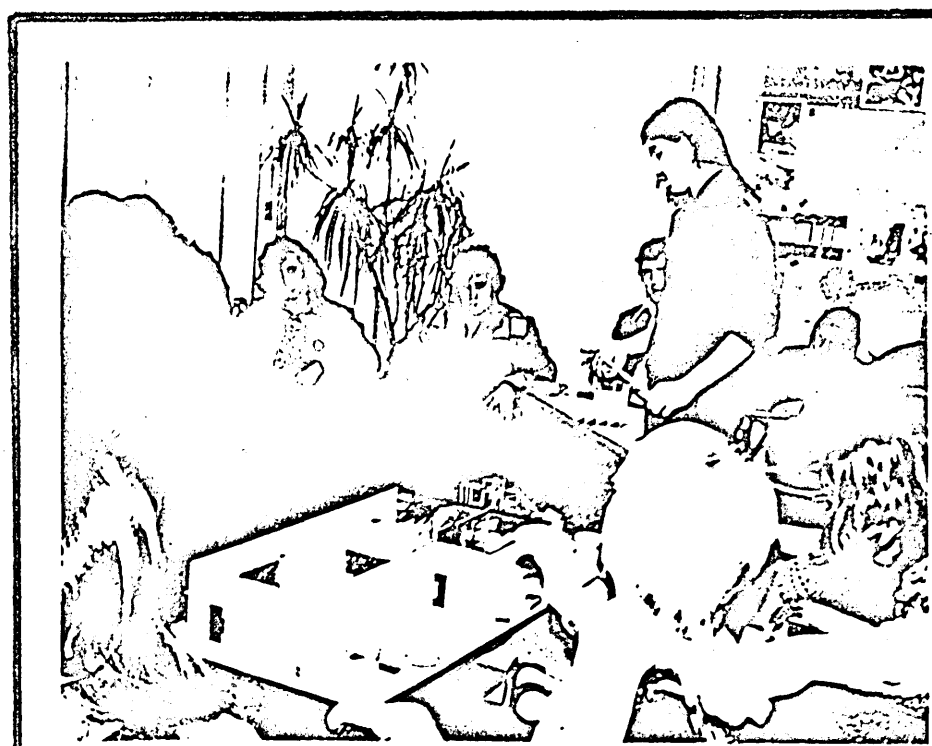
One visitor in particular was very interesting. Nobody had ever seen him before, except evidently Mrs. Mann, who greeted him at the door. He was interesting because he was so vocal in the attempt to argue the kids down. His main point was that the analysis was incomplete because the kids hadn't interviewed everyone who was to use the space. It was a point well made and well taken, but he argued it to the point of cruelty. The kids were great. They displayed a lot of self-reliance, and argued beautifully.



The presentation ended, however, with the kids feeling like they had been shot down. The official position of the council was that the students should do a "space needs analysis" of the CITY staff before going any further with the project.

The mystery man turned out to be from the Justice Department. In talking to him I learned that his "analysis" of the situation was that we, the teachers, had scripted the whole show—that the kids were just our tools and puppets, speaking for us, and not themselves! He would not be swerved from this analysis due to his self-proclaimed unequalled capacity to know people.

For what its worth, my analysis of the situation is that the mystery man was a plant to do Mrs. Mann's arguing for her in front of the Community Council. He knew an awful lot about the project for never having seen it before.

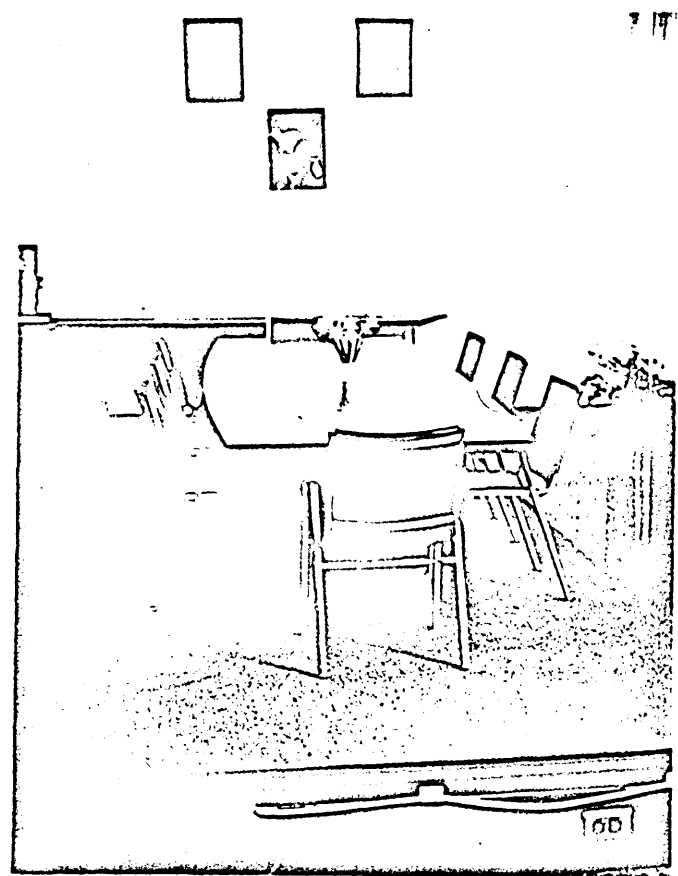


FLAK

72

On the whole, however, people were not unmoved. In fact, it went quite beautifully for the CITY establishment — the evaluation team was impressed, and the kids felt shot down.

The fact is that the kids weren't shot down, at least not legitimately. They did a fabulous job. I thought this was the most valuable learning experience in the course so far. If we had tried, we couldn't have given them a more real situation for an architectural presentation.



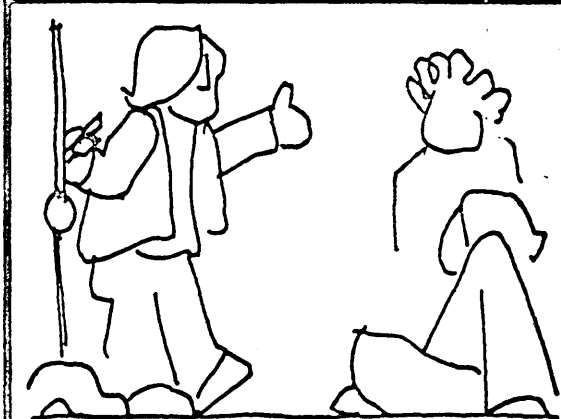
I went to CITY before the next class — three working days after the Community Council meeting — and found an enormous conference table, at least twelve feet long, had been installed in the middle of the front room, completely using up all the space the kids had proved to be unused at the presentation. The effect of the table, naturally, is to make the front room useless except for Mrs. Mann's office.

Today we had the worst class in a long time. None of us teachers really knew what to do in the confusion and depression which invariably follows a period of intense work toward a presentation.

Anyway, we botched the class. We didn't give the kids enough of a chance to explain their feelings about the presentation, or even enough congratulation on the fine job they had done. The discussion was disjoint, argumentative, and inconclusive.

The one good thing that came out was Betsy's suggestion for a questionnaire to follow up the presentation, asking simply, did you like what was presented, do you think the lounge should be in the front room, and if not, why not to both questions, with space for criticism. Betsy was to administer the questionnaire to the CITY staff. The main idea was to try to commit each staff member one way or the other, to find out exactly where the project stands.

APR 3



AFTERMATH

73

APR 12



The kids were naturally growing tired of the project, feeling the opposition to the project was so great that the situation was nearly hopeless. It was time for a rest, so we called a one-week moratorium on the project, at the end of which we would have the results of the questionnaire, and would know exactly where we stand.

Well, that week passed, but the questionnaire was not back. The kids' energy was just used up, and the decision was made to abandon the project.

SOME POST-MORTEM VIEWS OF THE PROJECT:

KENAAN felt that it might have been a mistake had we built it, because of the danger of it developing into a race issue in which we would have a very uncomfortable position. Whether by coincidence or not, it has been a situation of blacks opposing whites on the project, and by carrying the thing farther we would be courting charges of racism. It might have got very nasty.

CHARLEY spoke for the kids, I think, in saying that there was really no hope for building the lounge as planned, and he felt by working on it we would be wasting class time we could use for field trips, seminars, and so on. He felt he had learned all he needed or wanted to learn from the project as far as it got, and didn't think that building the thing would be all that educationally valuable.

In GENERAL everybody felt wronged in their involvement in the project, but also felt good for having been involved. Everybody learned quite a lot about a lot of things, and had a good time all the way through.

RESIGNATION

74

Even considering its drawbacks, there is a way in which I would have liked to see the project go on — mostly because I thought the kids were having fun doing it, and I think that seeing their lounge realized as a result of their efforts would have been a lot more gratifying to the kids than the consolation that the project was not a failure as a learning experience. They worked hard, and deserved more.

Since the end of the project we have been catching up on a lot of the things we had intended to do throughout the course (guest lecturers, field trips, and so on) — and attendance has dropped noticeably. Either the change of pace from the hectic activity of the project is unstimulating, or the kids have just been wasted by the whole experience. I can sense a real sort of depression and confusion in the classes these days.

IT MIGHT HAVE HELPED TO?

The opposition to this project was highly organized. Even the option we had discussed earlier of "squatting" in the office was pretty effectively squelched by the installation of that monstrous table. It is hard to say what we could have done differently that would have helped the lounge get built. The CITY administration had all the angles covered. Not the least basic of the problems was that racial divisions prevented the CITY student body from really organizing. As far as I could see, those divisions were not exactly discouraged by the CITY administration.

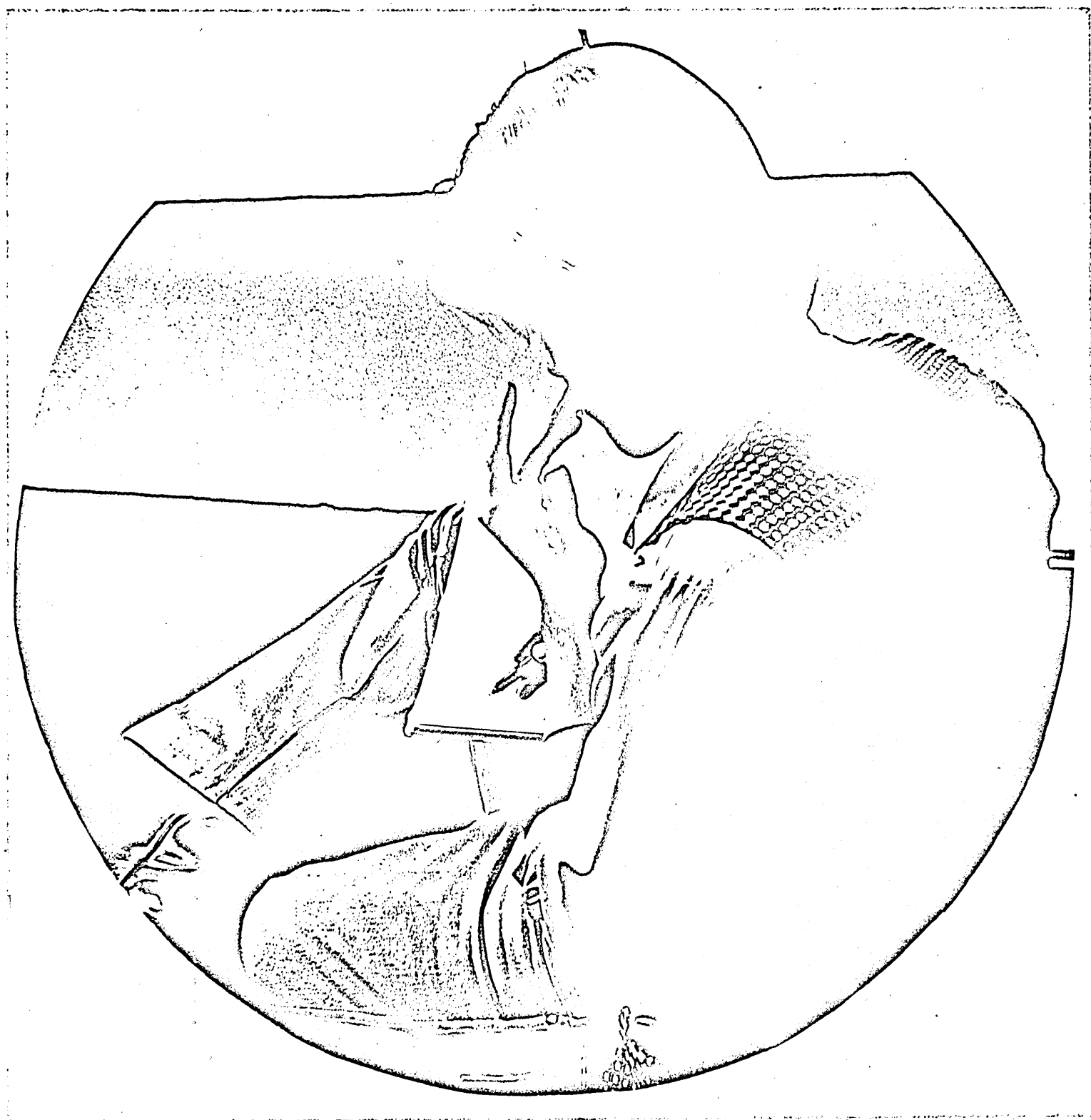
The decision to abandon the project was a good one. The only recommendation I can safely say would have improved the situation would be to have had a completely different project in the first place.

We had left the drawings in the CITY offices after the Community Council meeting, for a couple of reasons — one so that everyone there could have a good chance to see the work, and another just to have some evidence of student activity there.

When I went to take the stuff down, Mrs. Mann was there. She was concerned that I was taking away something that had been, for a couple of weeks now, of tremendous promotional value to the program. Angry as I was that Mrs. Mann had been taking the credit as being responsible for something she had actually killed, I lied pretty diplomatically in saying the class did plan to make a permanent exhibit out of the stuff.

She had a suggestion for a "follow-up" to the project. She said we should do a "space needs analysis" of all the staff, and then research the kinds of places the offices might move in September — in other words, she was asking the architecture course to go apartment-hunting for the CITY offices! Up to this point the opposition to the project had been only crude and cheap, but now it had got downright vulgar.

I said we would give it some thought, and left, glad to my heart we had given up this project.



CRC drawings 78-91

CITY drawings 92-105

THE BACK

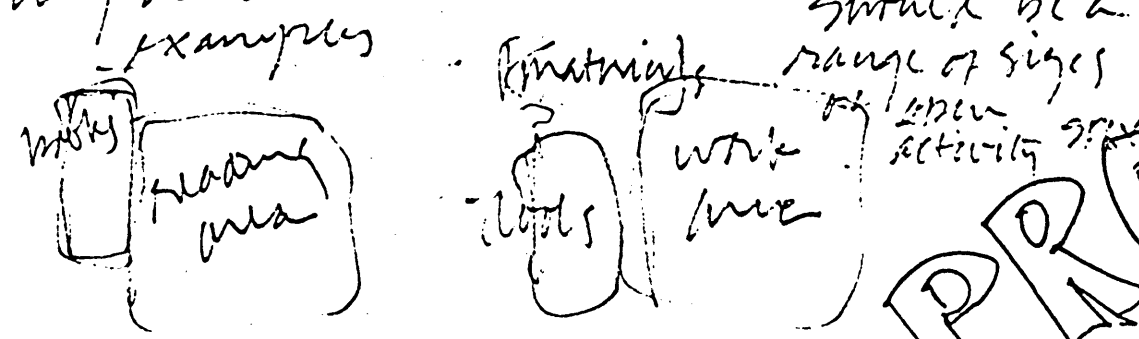
Basic Functions of Space

1. Resource/Information Center
Idea/Material Bank } maximum flexibility
2. Group Activity
3. Individual activity } maximum individual participation
private space

I. Resource Center - flexible organization
junk library book library
material

- not contained
- unlimited access (open)
- closely related to group activity

education is contagious;
kids should be able to come in contact with others using the resource center, and pick up on what they are doing. This means that there should not only be space to store resources, but space to experiment initially with these resources right where they are available.



these areas can also be used for group instruction and general coming together, where interchanges of ideas can take place which overlaps into

II. Group Activity

all of this is open, visible, ^{main} ~~long~~ kind of stuff
LARGE CENTRAL MEETING SPACE (bulletin board)
INFORMATION CENTER should be centrally located, in main circulation space, near stairs
working group areas are like wide places in the circulation between storage areas for resources/materials

LIMITED ACCESS RESOURCE AREA ^{minimum flexibility}
for radio/photo/science equipment
access to be controlled
fixed glazing, maybe, to allow visual contact even when physical access not available

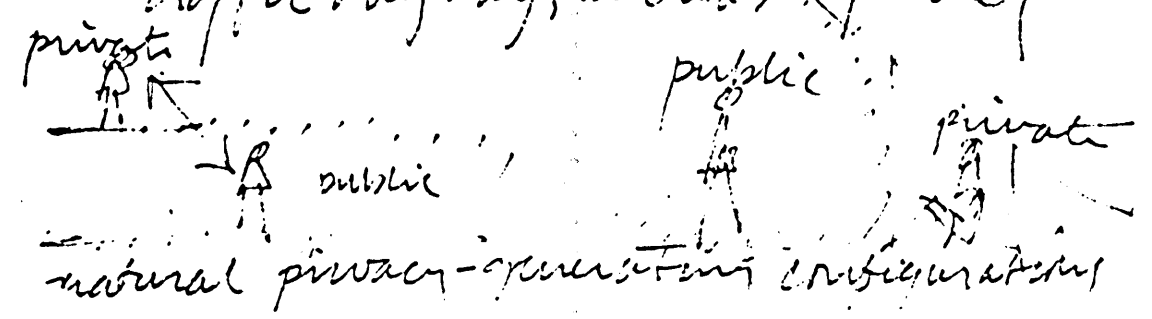
this is also a first floor type of thing and possibly a low bedroom type of thing

PRIVACY increases with changing level

1. semi-private spaces for small discussion groups, special tutoring, etc. - this kind of activity not intended to involve more people than are already involved
2. absolutely private spaces as homes, especially for staff and students who are not residents. This is an area of maximum participation. form of the framework is very important. - probably has to be more than a platform 'ala MIT' (because there are not such students) and more of a home.

allowing for maximum flexibility in participation means allowing for participation at all.

this is all ground-level kind of stuff
number 2 could occur in a building where there is not much interaction toward the perimeter - that discourages traffic anyway, increases privacy



Organization of Space

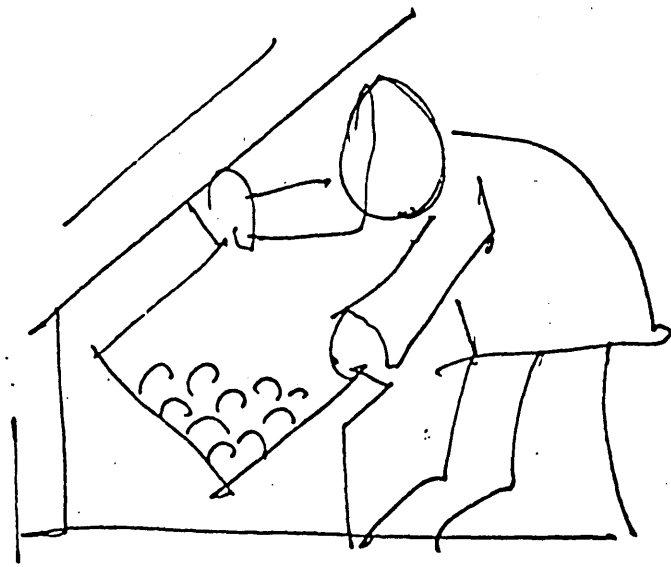
1. main (existing) level
 - information area ~ 1000 sq ft
+ main distribution space (centrally located)
 - limited access area ~ 1000-2000 sq ft
radio/photo room (perimeter location) under low roof - this is the only area on the main floor with a definite boundary
 - main meeting space ~ 1500 sq ft
(under gable roof - bottle or no second level stuff here - good place for high space)
 - resource center
makes up the rest of the main floor.
possibility of some private spaces on main floor

2. second level 500-600 sq ft maximum
 - individual private spaces (perimeter location) ~ 20-30 sq ft each (distinct boundaries)
 - semi-private instruction spaces (central location) ~ 90-60 sq ft each

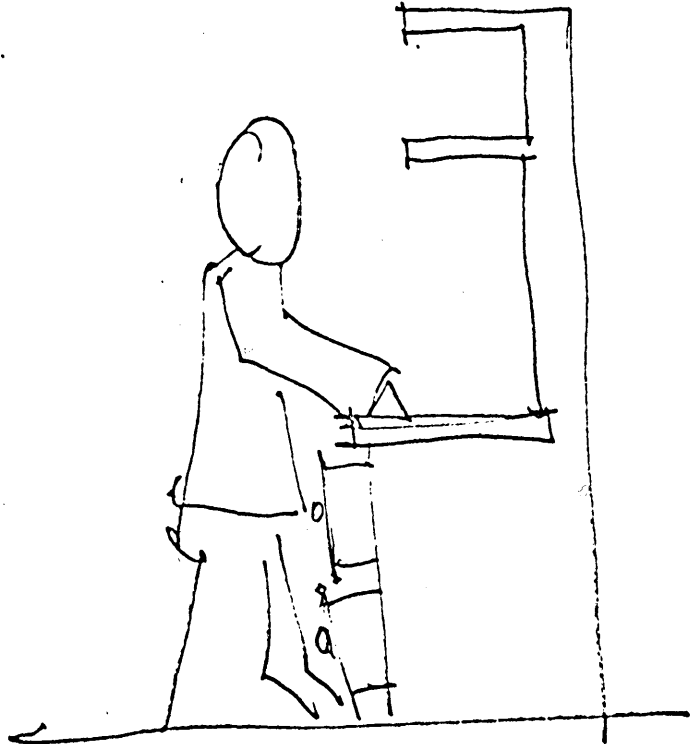
This and the next page was the original program for the CRC school.



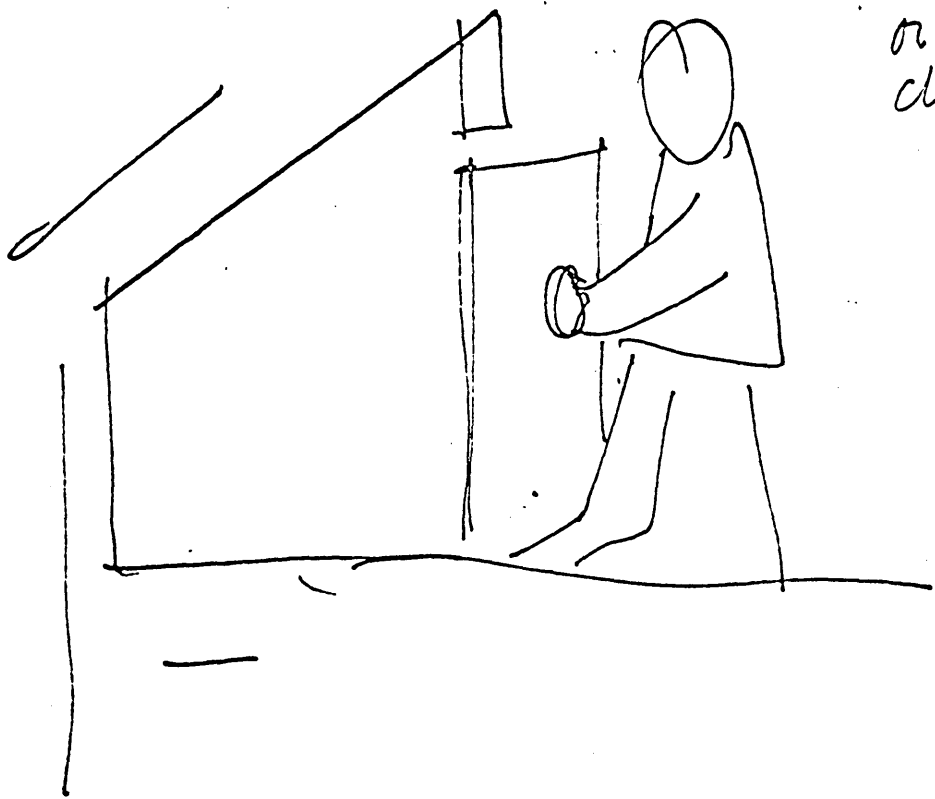
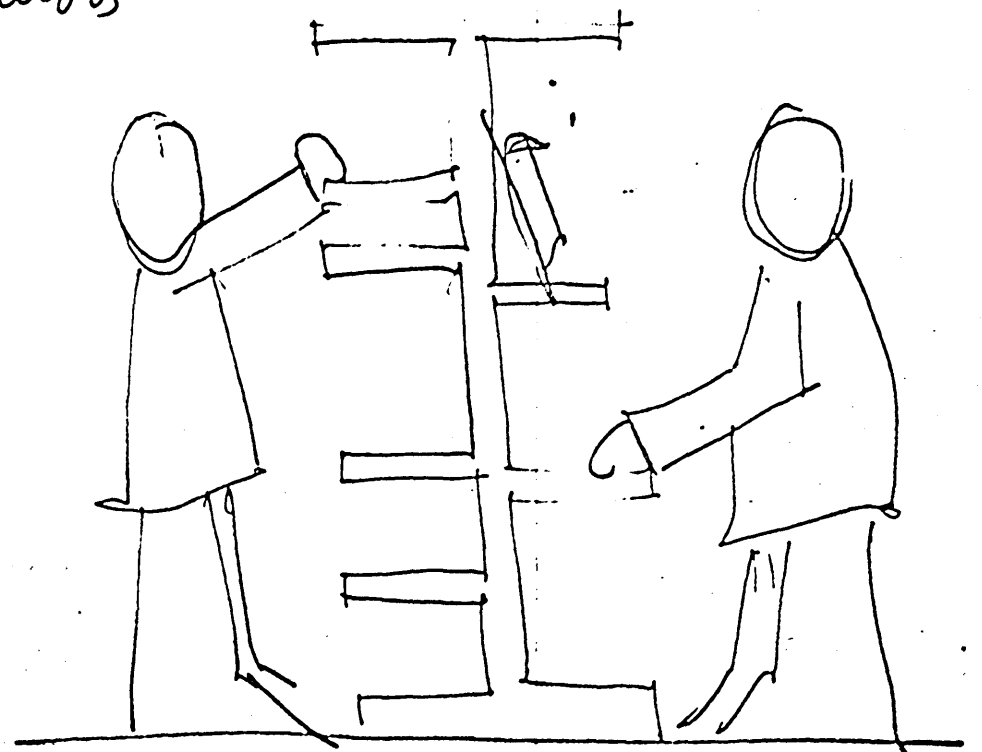
shelves for resource
cabinets also define
storage and provide for
different functions,
such as sit-down desk
space here or stand-up
work space this type
of thing can be made
from scrounged pieces
of furniture.



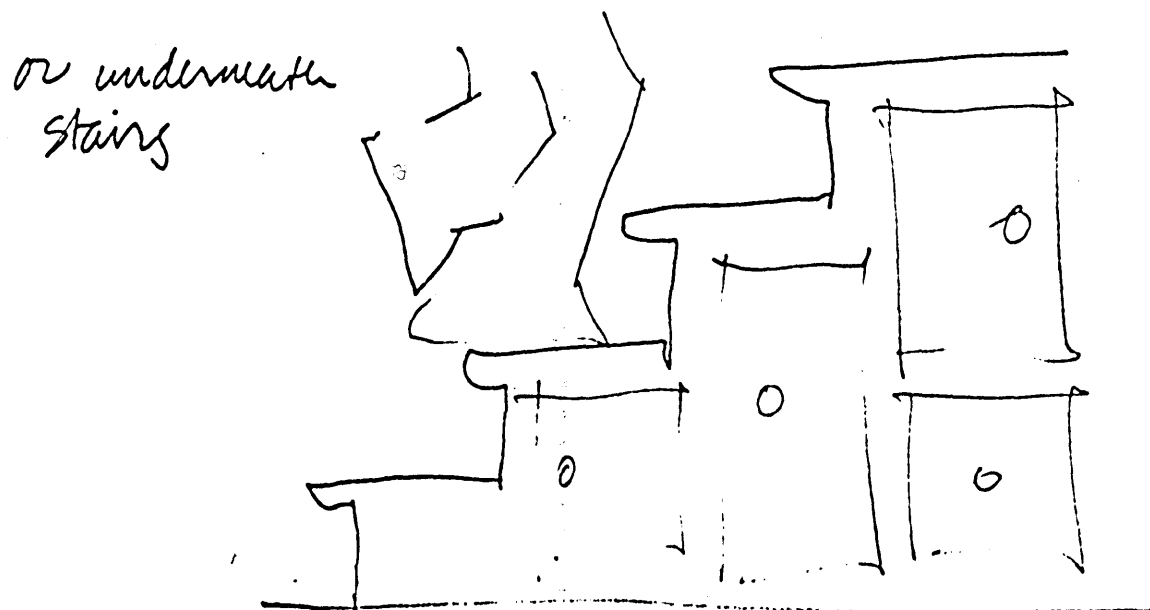
other ways of
storing things
are in bins



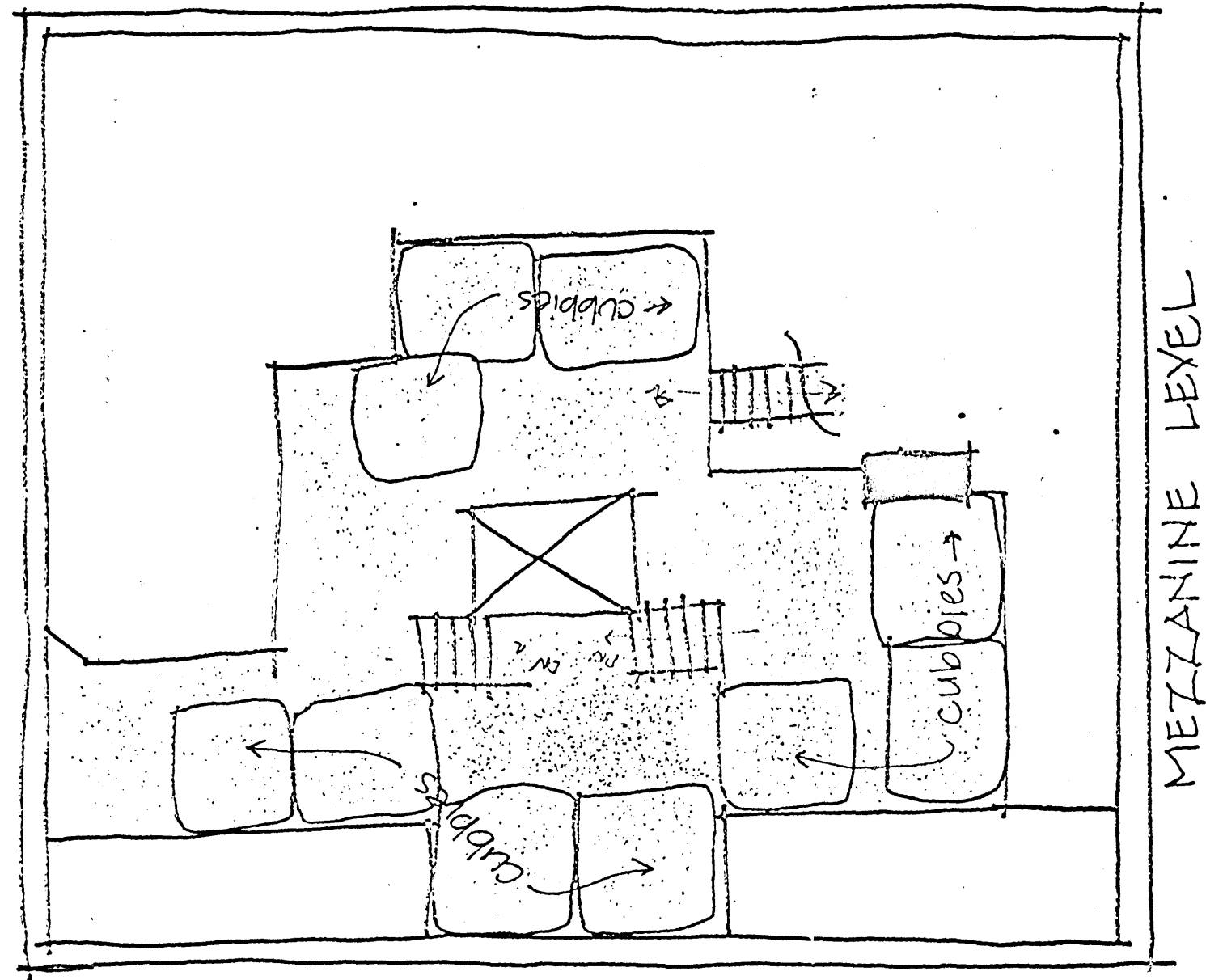
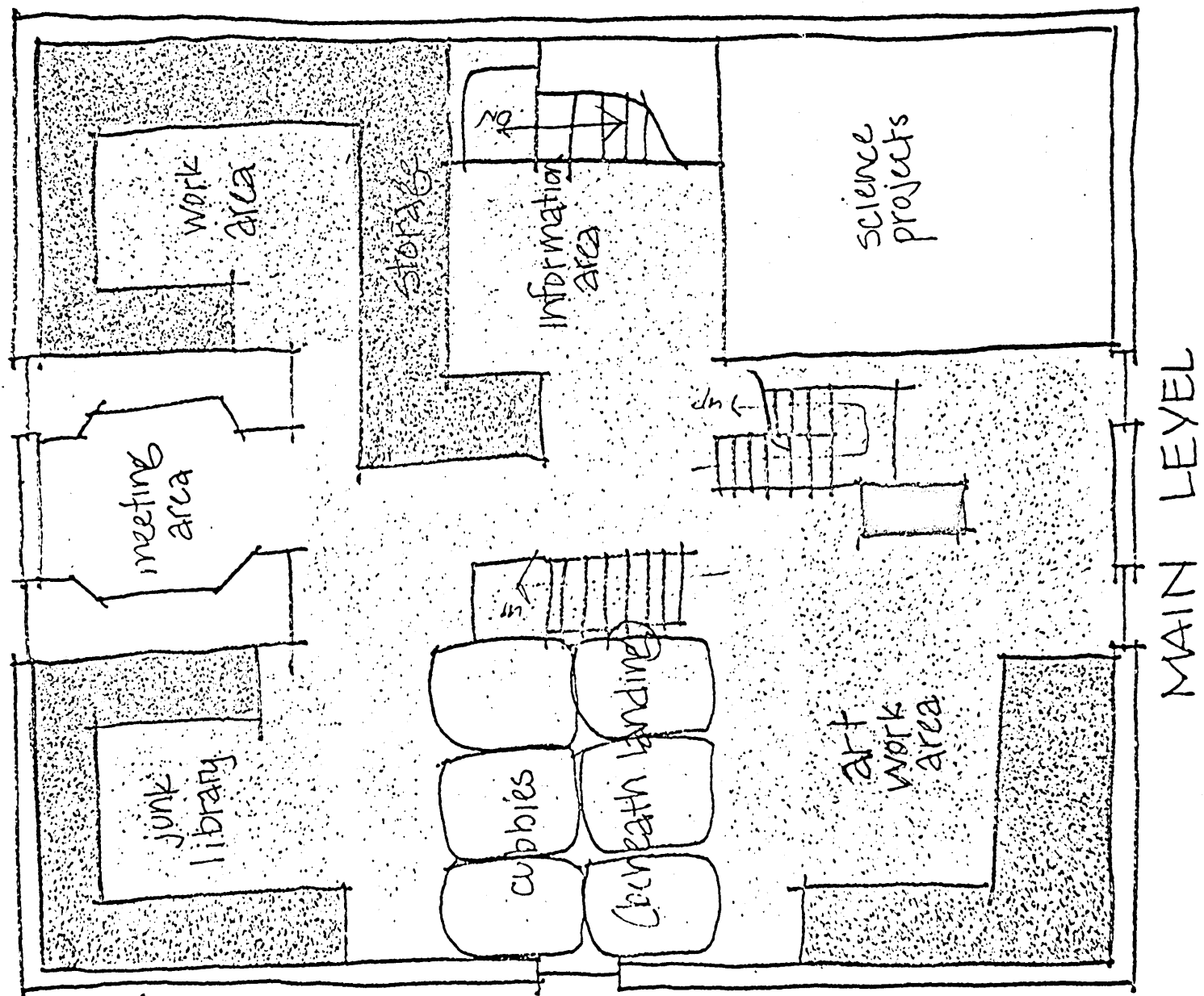
and shelves



or in
closets



or underneath
stairs



CRC SCHOOL

SCHEME III
 SCALE: 1/4" = 1'-0"
 Note: these drawings have all been reduced 25%, so the scale is now 3/16" = 1'-0"

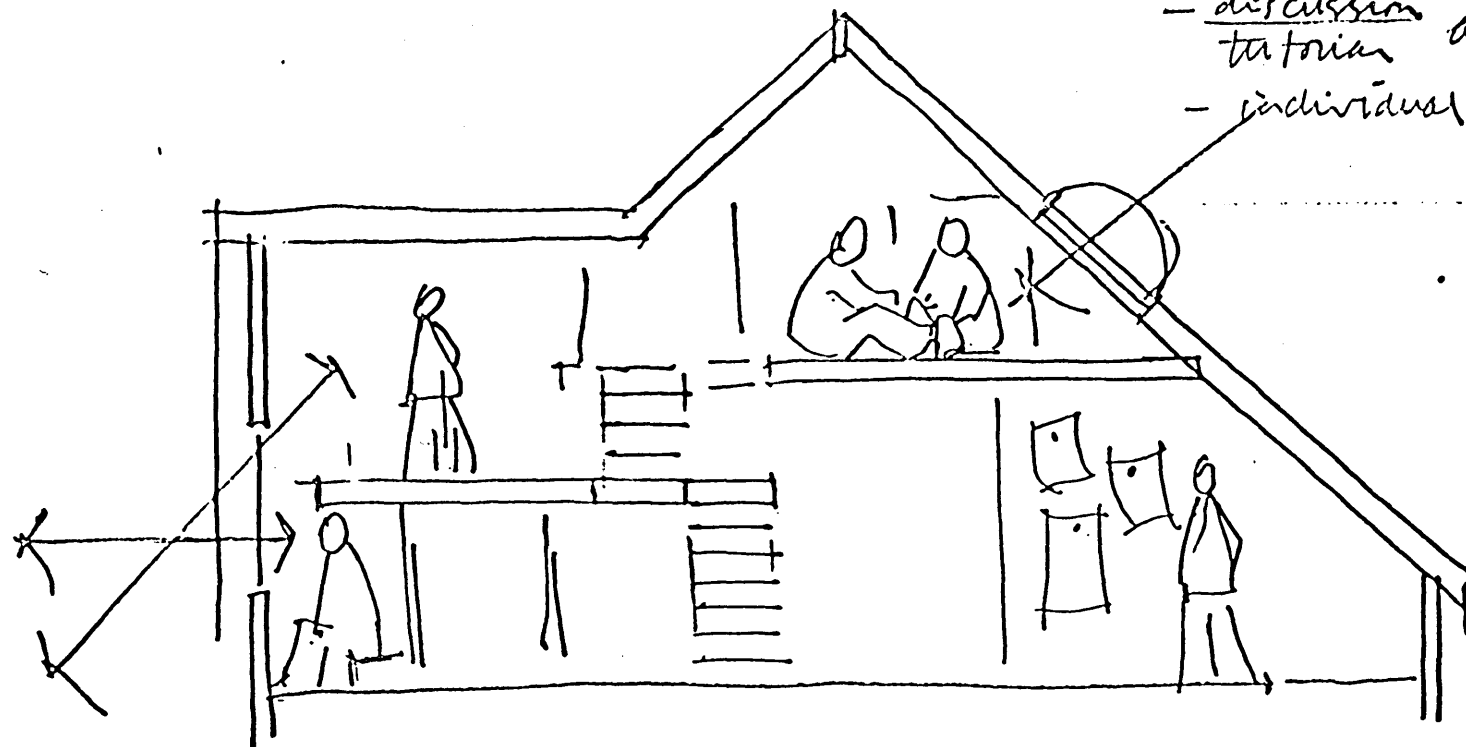


This and the next 5 pages are alternative sketch designs that were shown to the CRC staff and kids. Scheme I can be found in the text.

SCHEME II

SECTION SHOWING

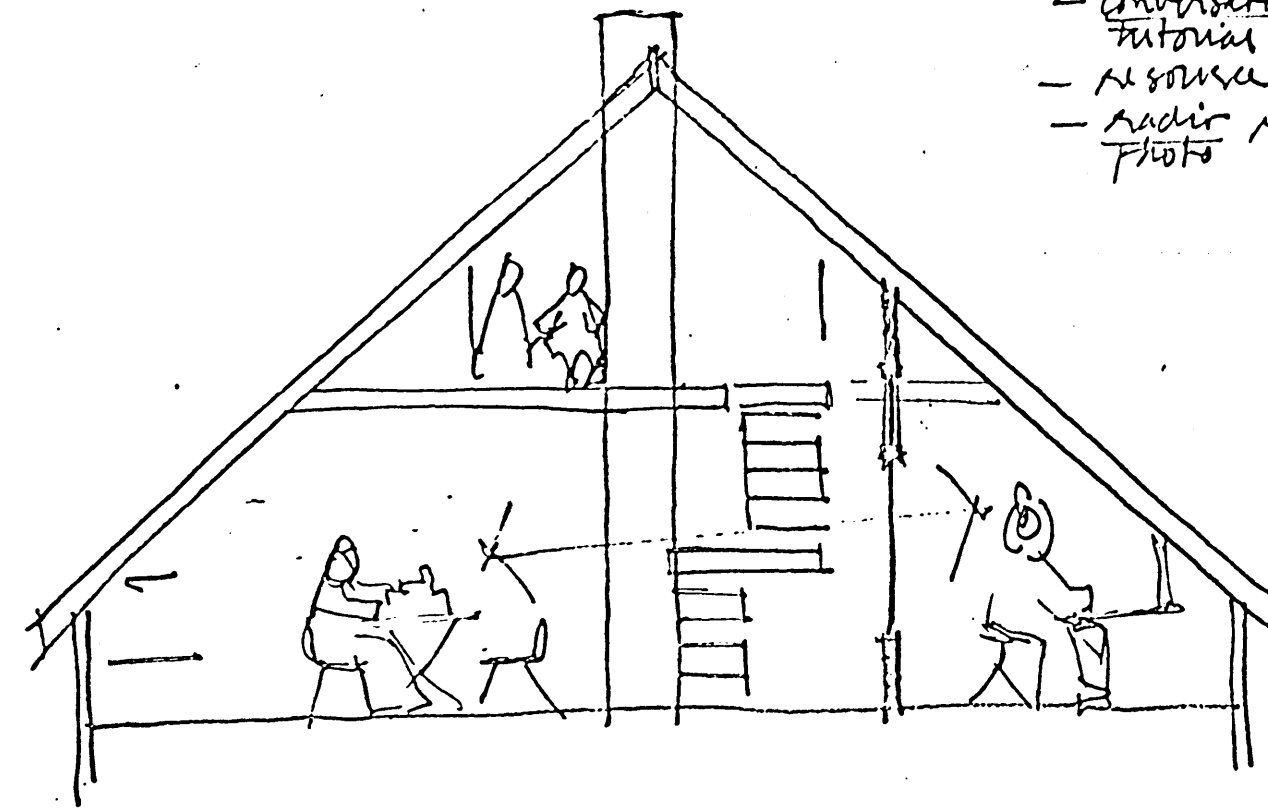
- information area
- discussion area
- tutorial area
- individual spaces



SCHEME II

SECTION SHOWING

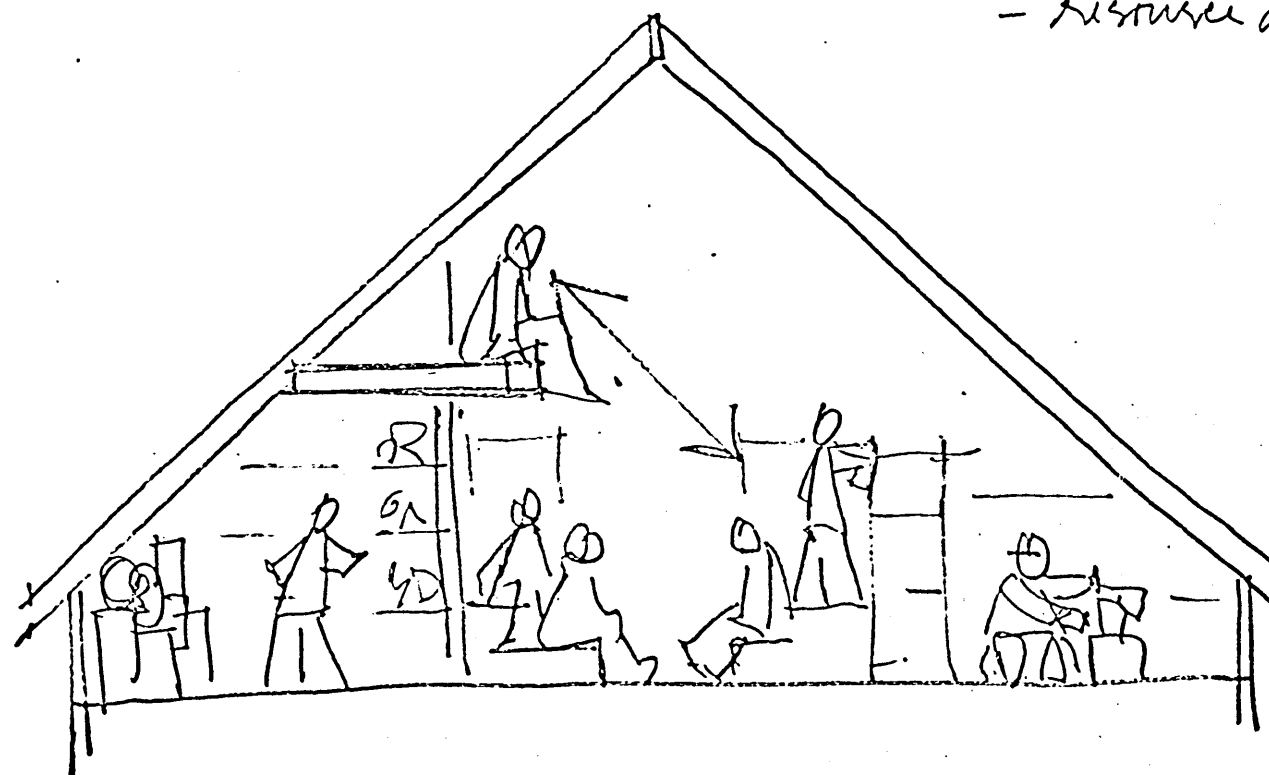
- conversation area
- tutorial
- resource area
- radio room
- photo



SCHEME II

SECTION SHOWING

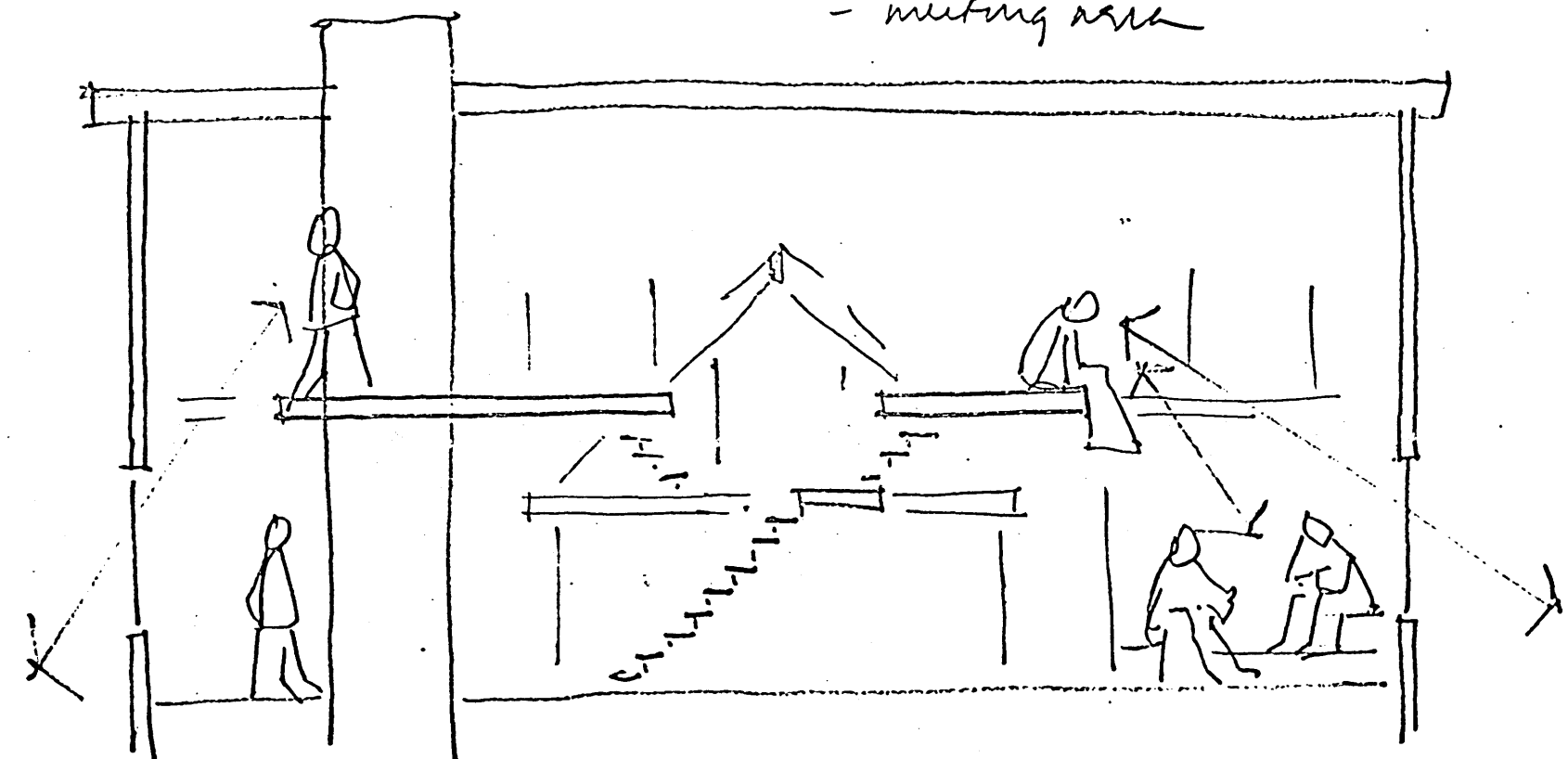
- meeting area w/ balcony
- resource areas

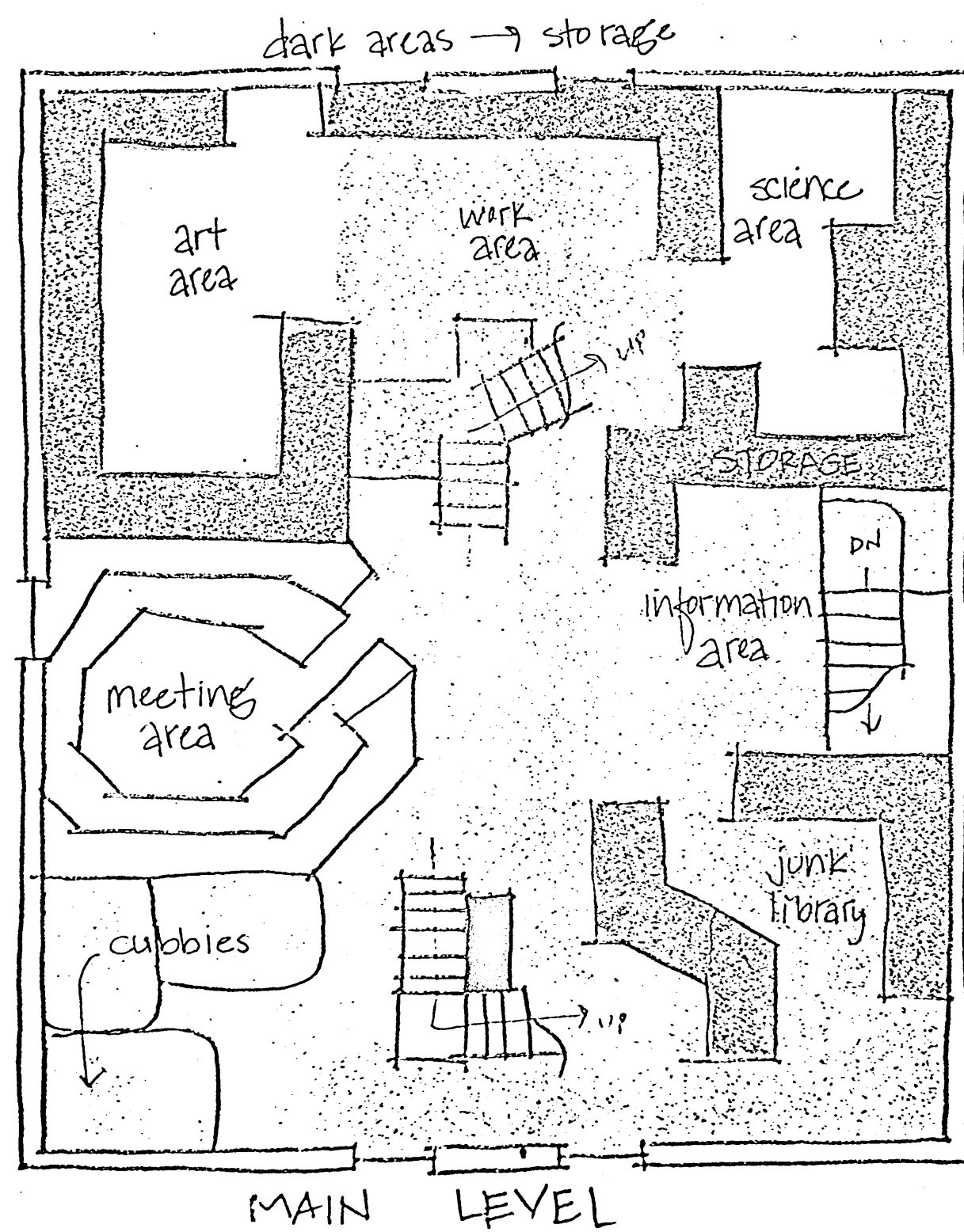


SCHEME II

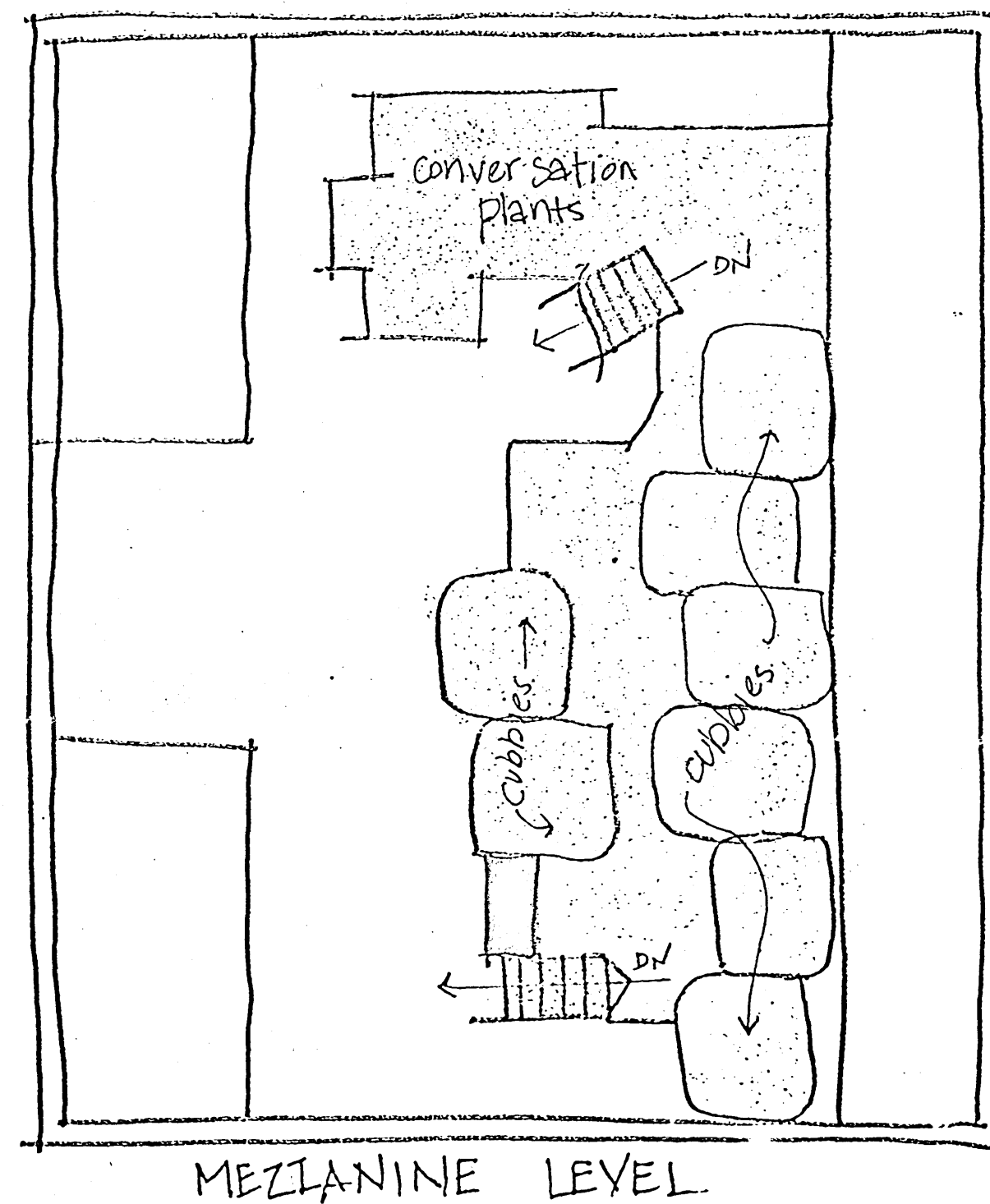
SECTION SHOWING

- relationship of upper level to windows
- stair
- meeting area



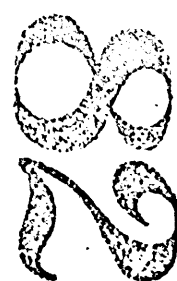


CRC SCHOOL

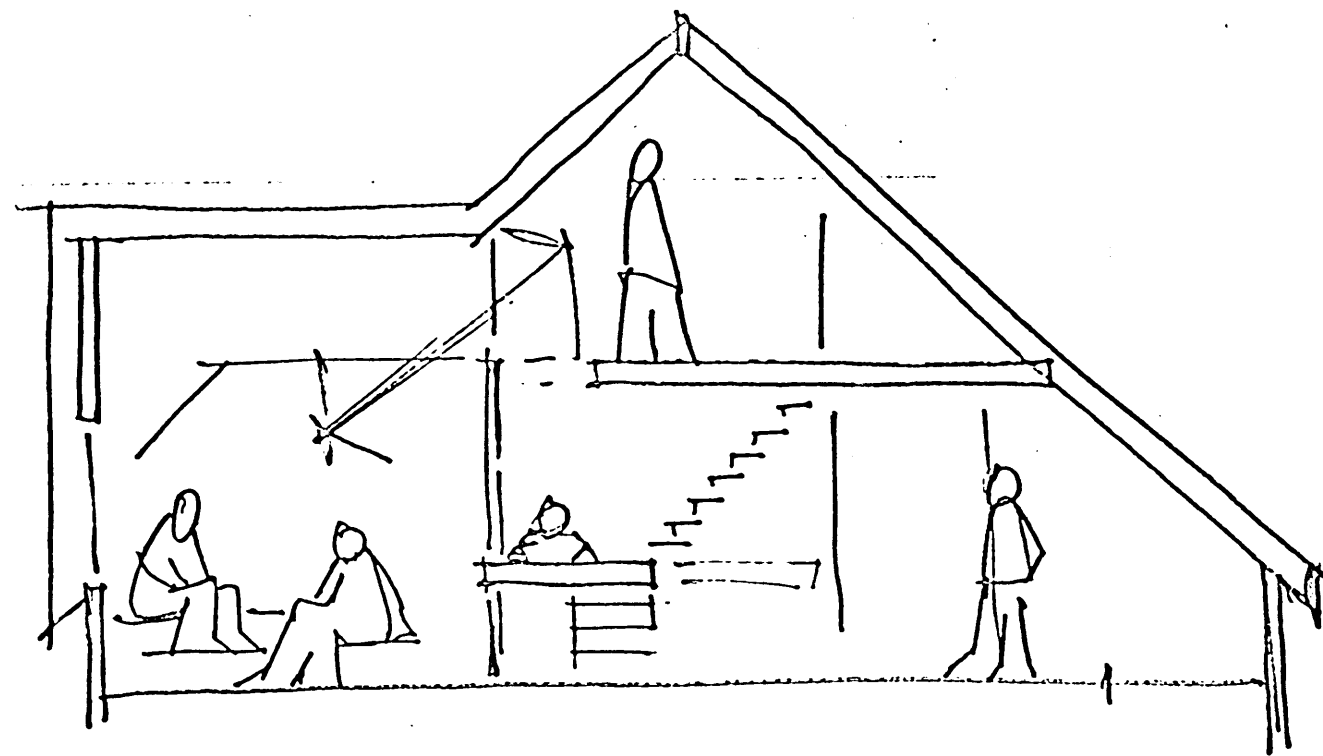


SCHEME III

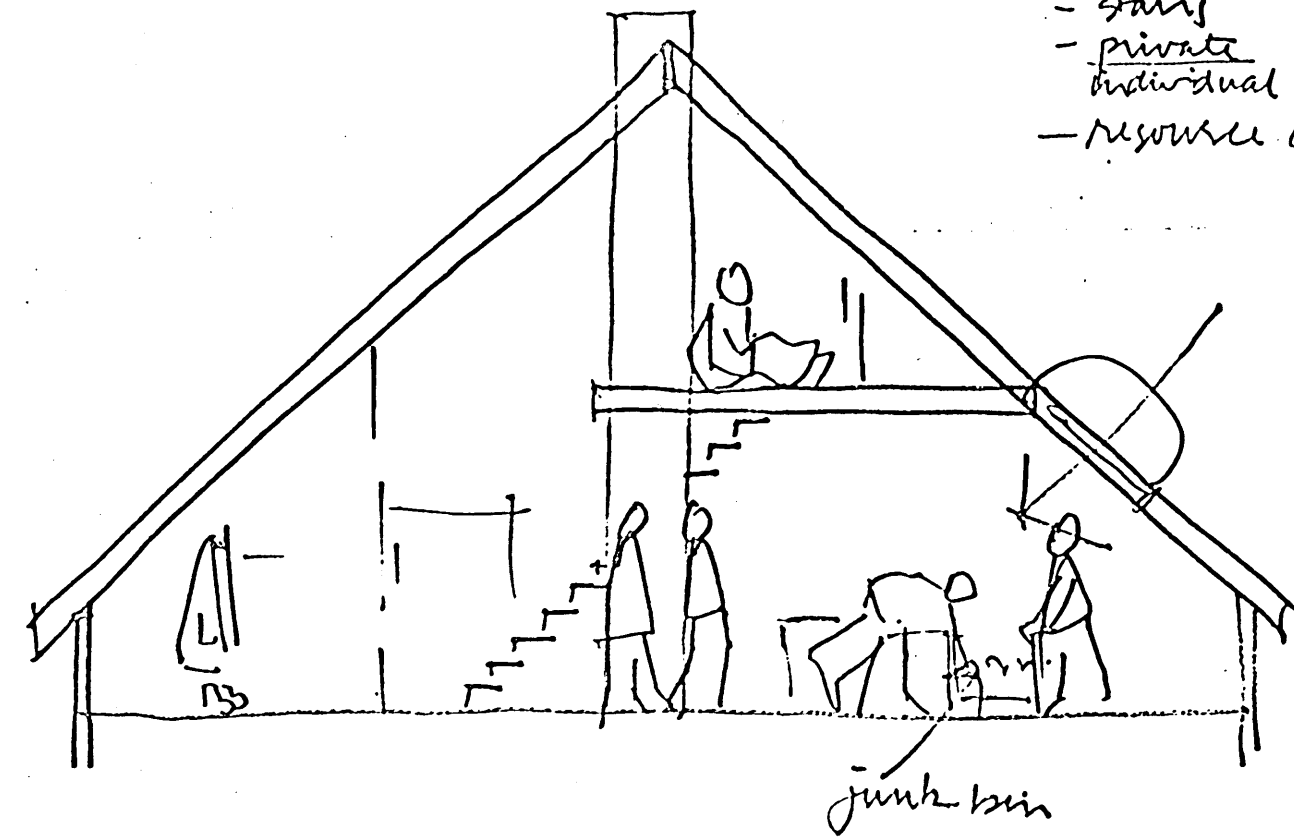
SCALE: 1/4" = 1'-0"



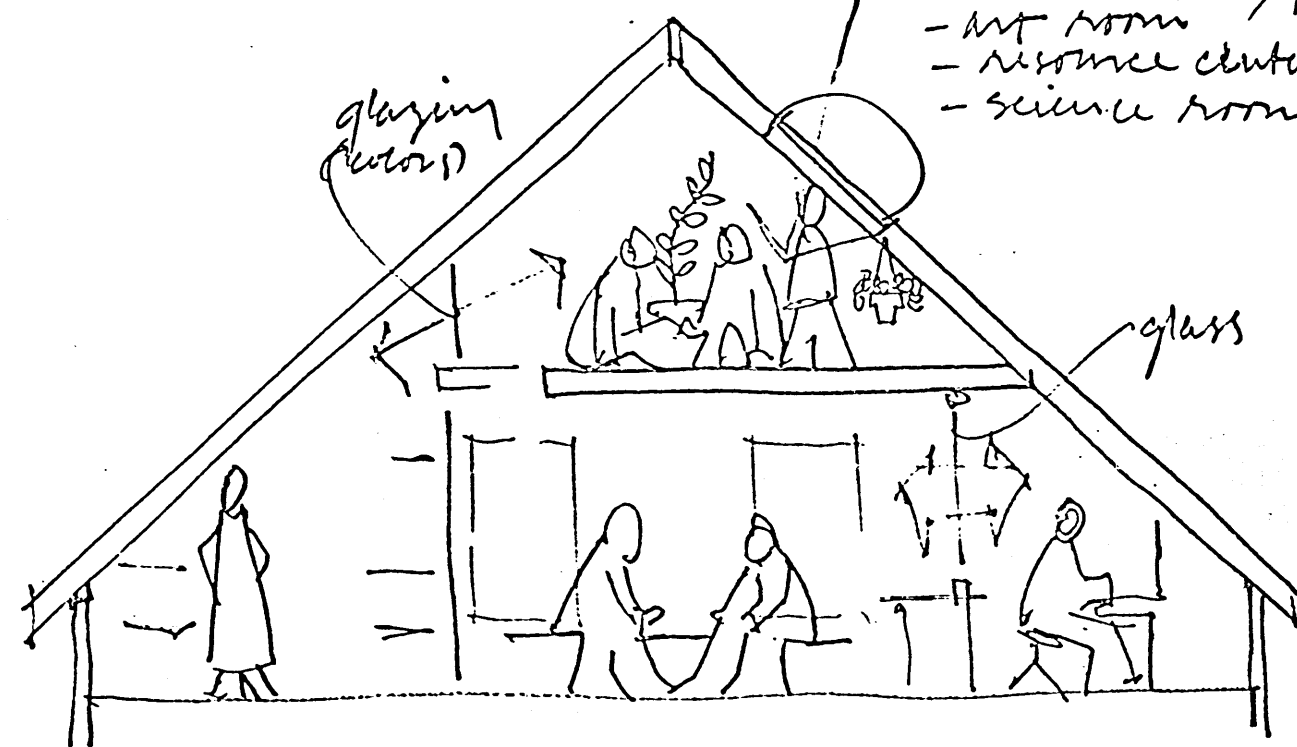
SCHEME III.
SECTION SHOWING
- meeting area
- stairs



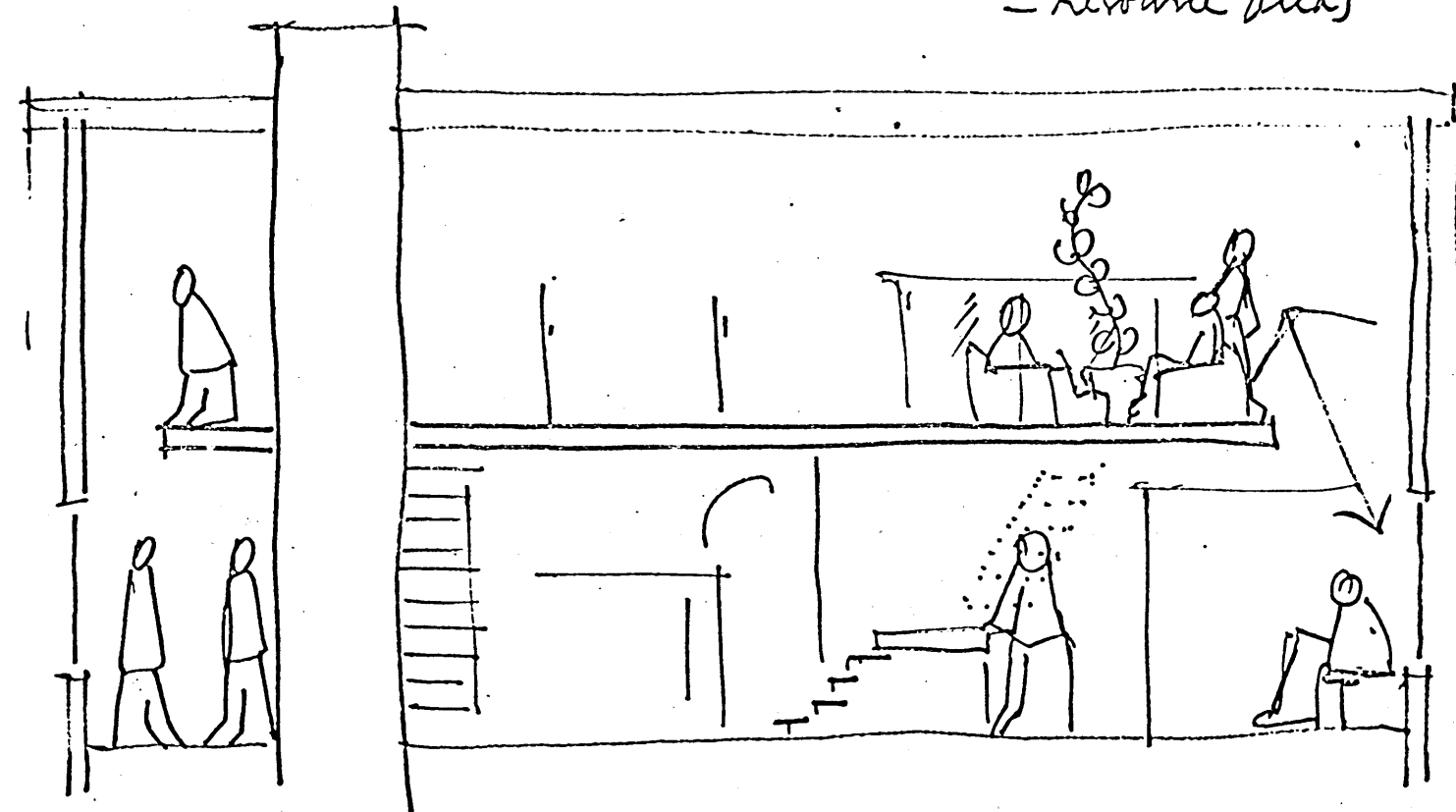
SCHEME III.
SECTION SHOWING
- stairs
- private individual spaces
- resource center



SCHEME III
SECTION SHOWING
- discussion area/plant area
- art room
- resource center
- science room

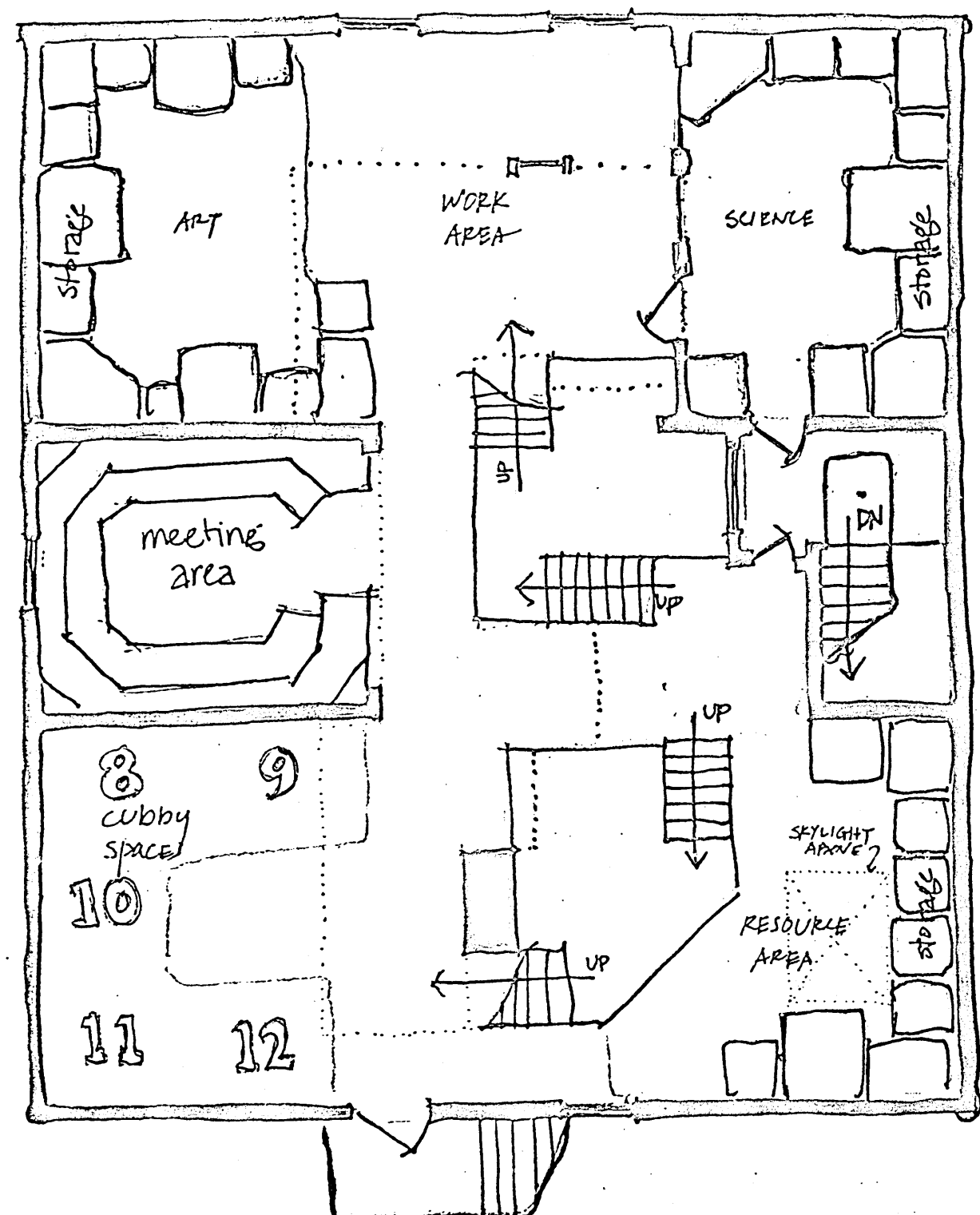


SCHEME III
SECTION SHOWING
- stairs
- upstairs meeting area/plant area
- resource area

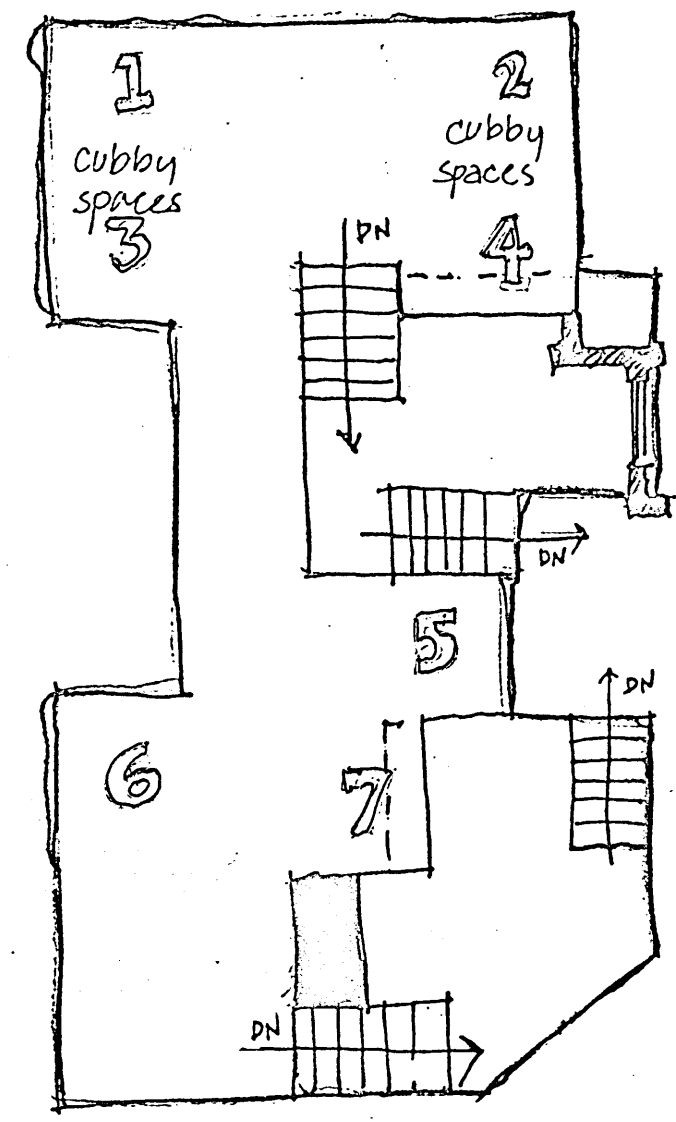


This scheme came a bit later than the last three. It was a preliminary sketch incorporating the ideas about the last schemes that the staff liked most.

Later still, the idea of so much platform fell into disfavor, both with the folks and the architects.



MAIN LEVEL



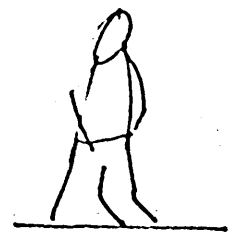
UPPER LEVELS

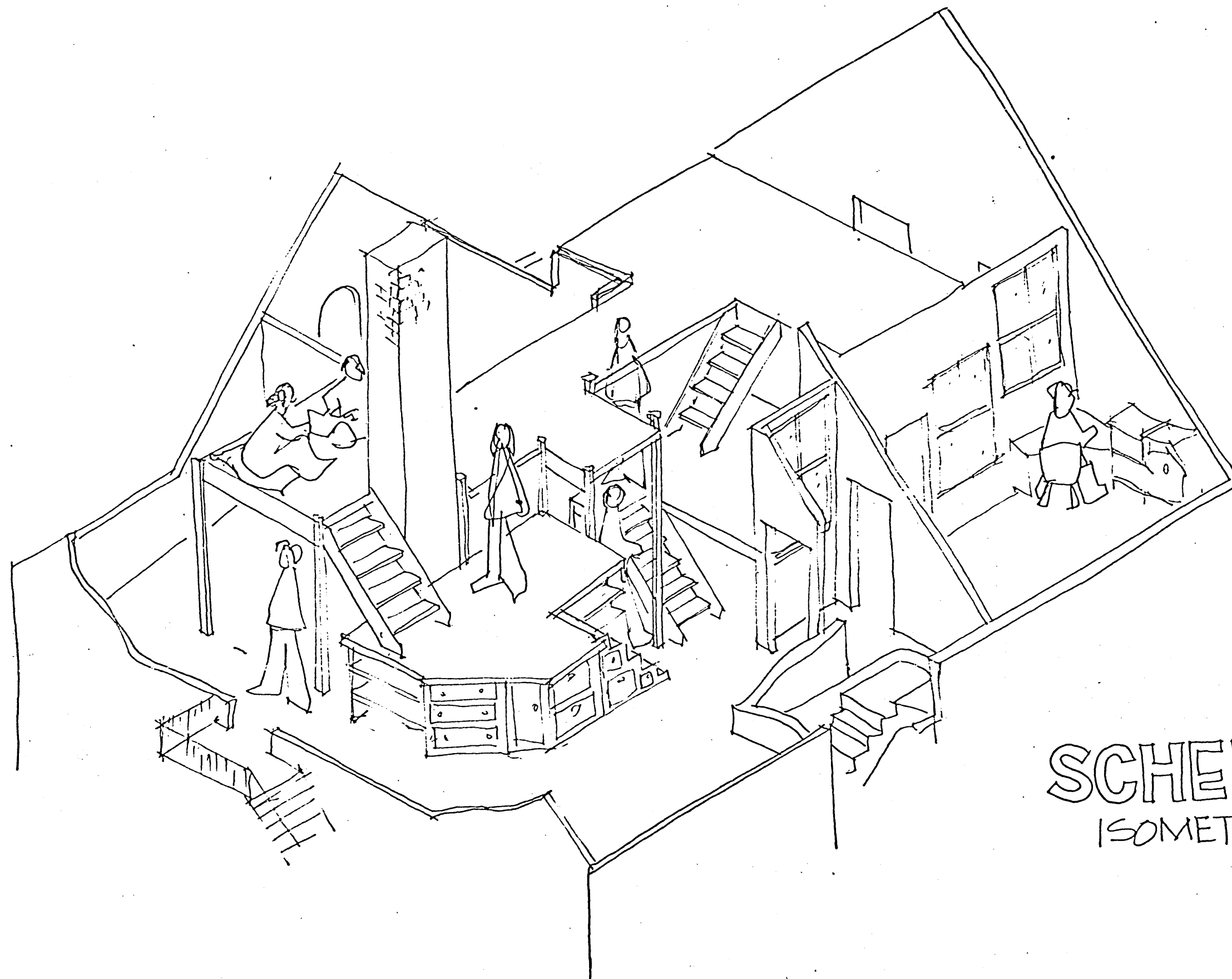
- ① INDIVIDUAL SPACES
- STAIRS / LANDINGS
- STORAGE / FURNITURE
- RESOURCE AREA
- OPEN SPACE
- NON-SPECIFIC OPEN SPACE
- CIRCULATION
- MEETING AREA
- ART/SCIENCE ROOMS

CRC SCHOOL

SCHEME IV

PLANS SCALE: 1/4" = 1'-0"

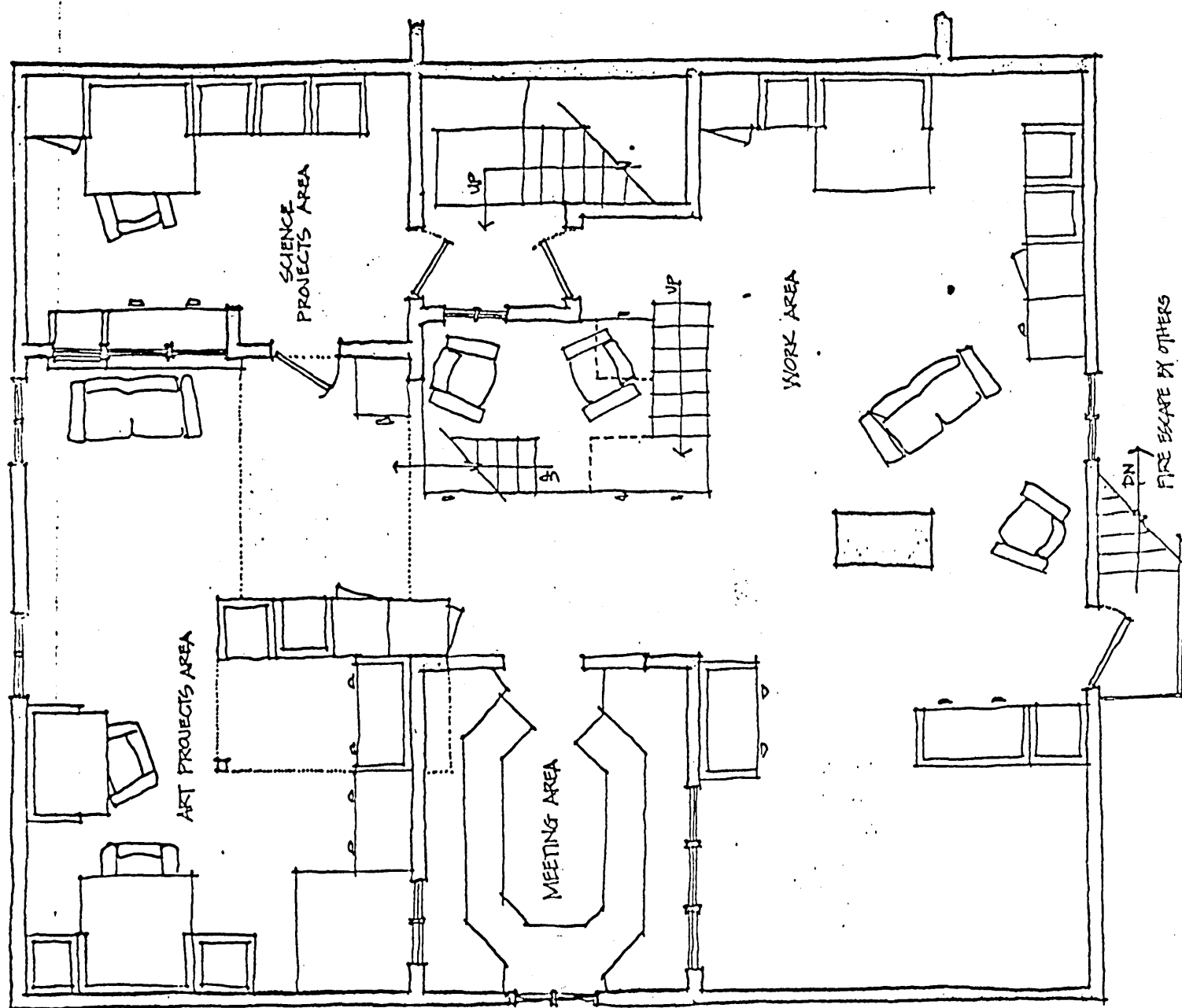
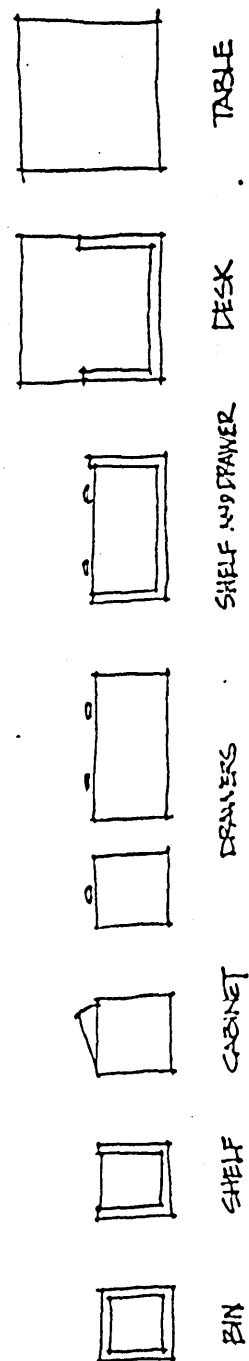
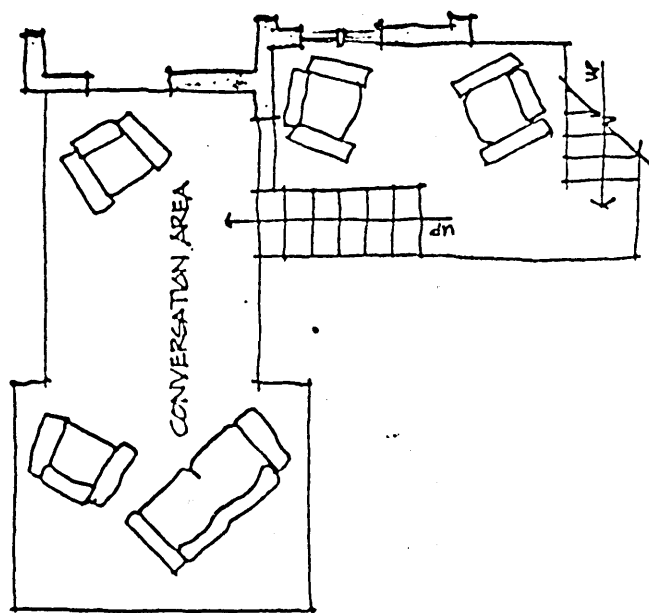




SCHEME IV
ISOMETRIC
SCALE: 1/4" = 1'-0"

This was the "final" plan. We made it mostly for people who couldn't accept the idea of a changeable plan, and needed to see something like this to believe in the project. In terms of program needs, however, it is accurate — it represents one good way of deploying the furniture system.

The next 2 sheets are part of this.

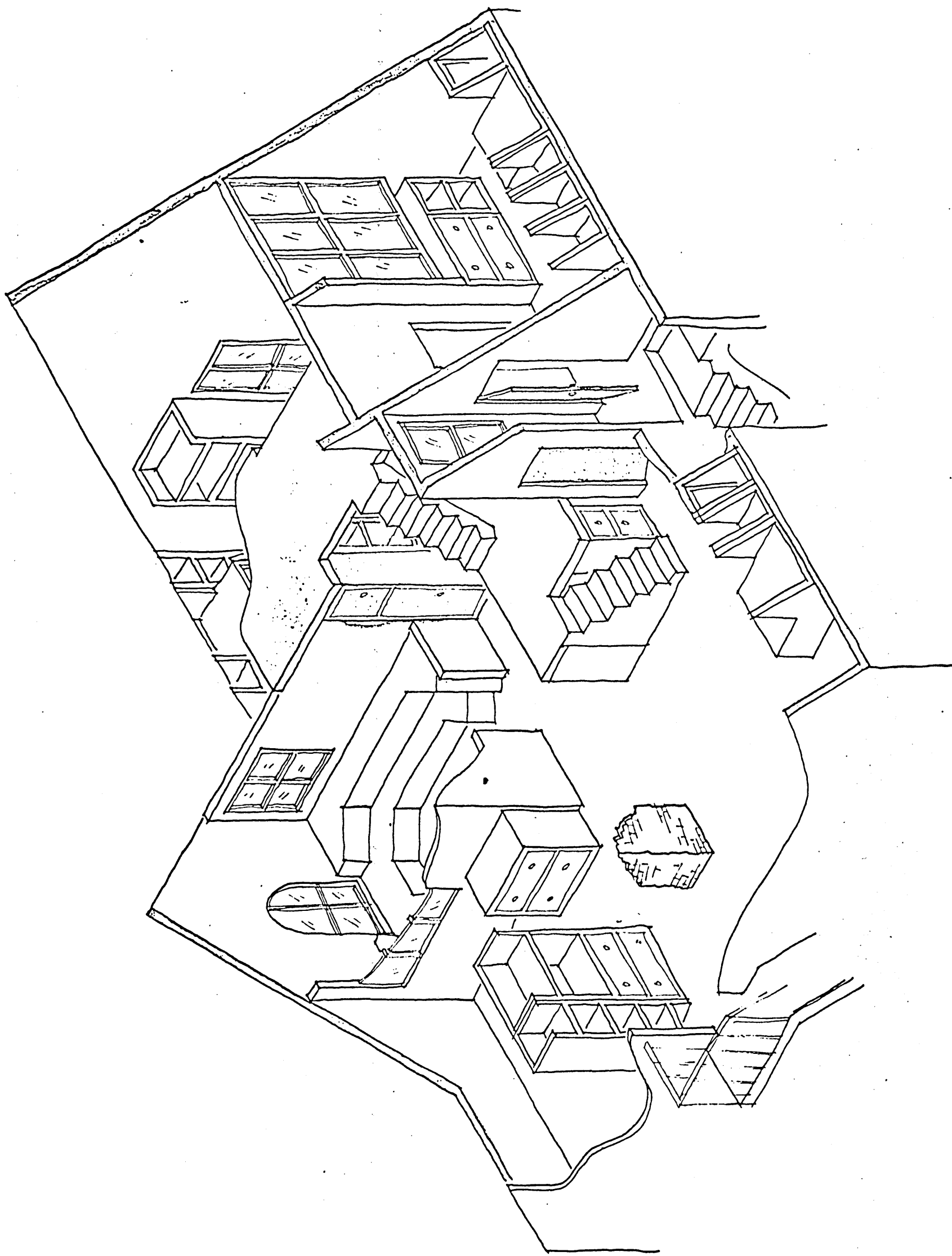


LYNN CRC THIRD FLOOR RENOVATIONS

SCALE: 4" = 1'-0"

CRC school architecture/building project

PLAN

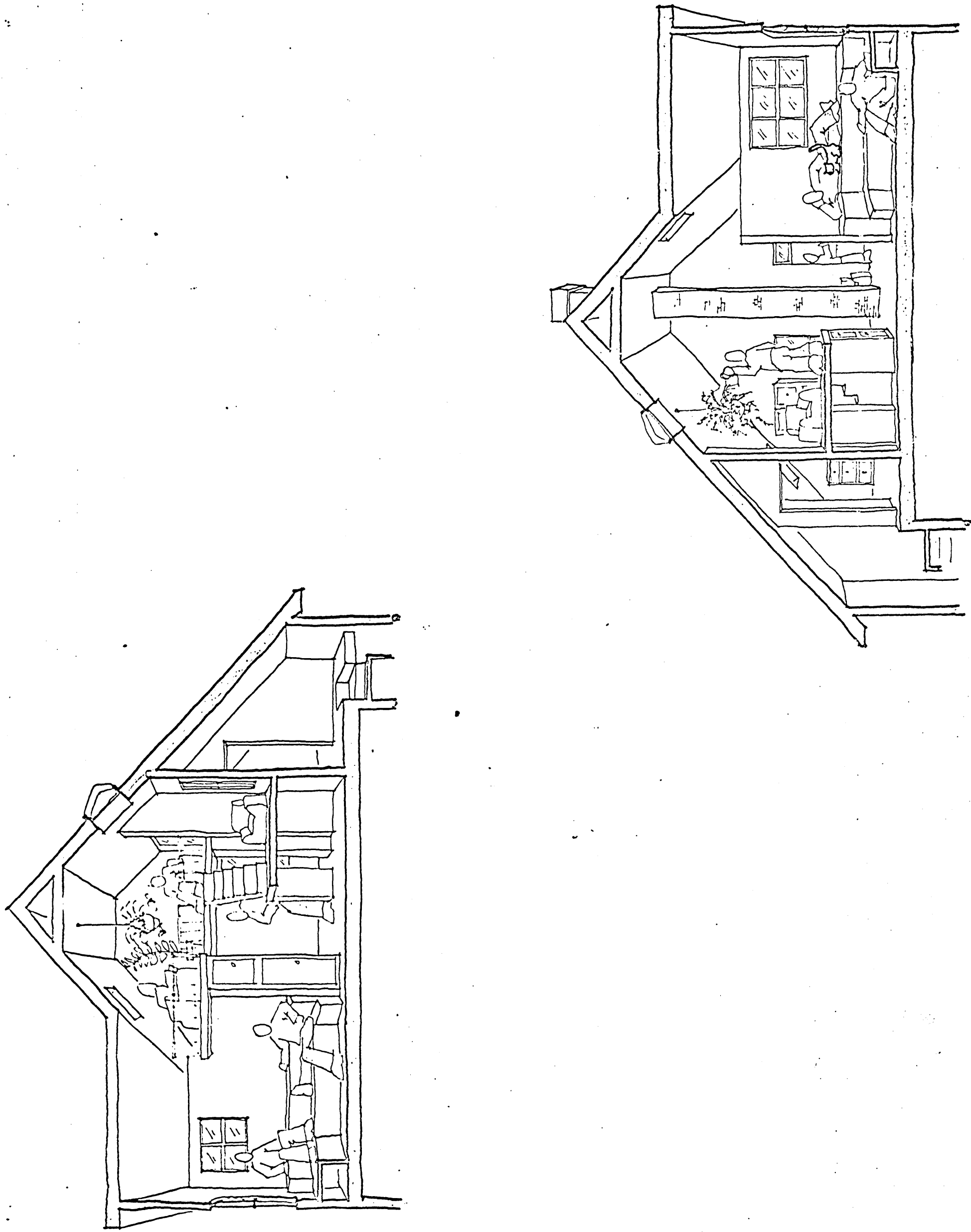


LYNN CRC THIRD FLOOR RENOVATIONS

SCALE: 1/4"=1'-0"

CRC school architecture/building project

ISOMETRIC



LYNN CRC

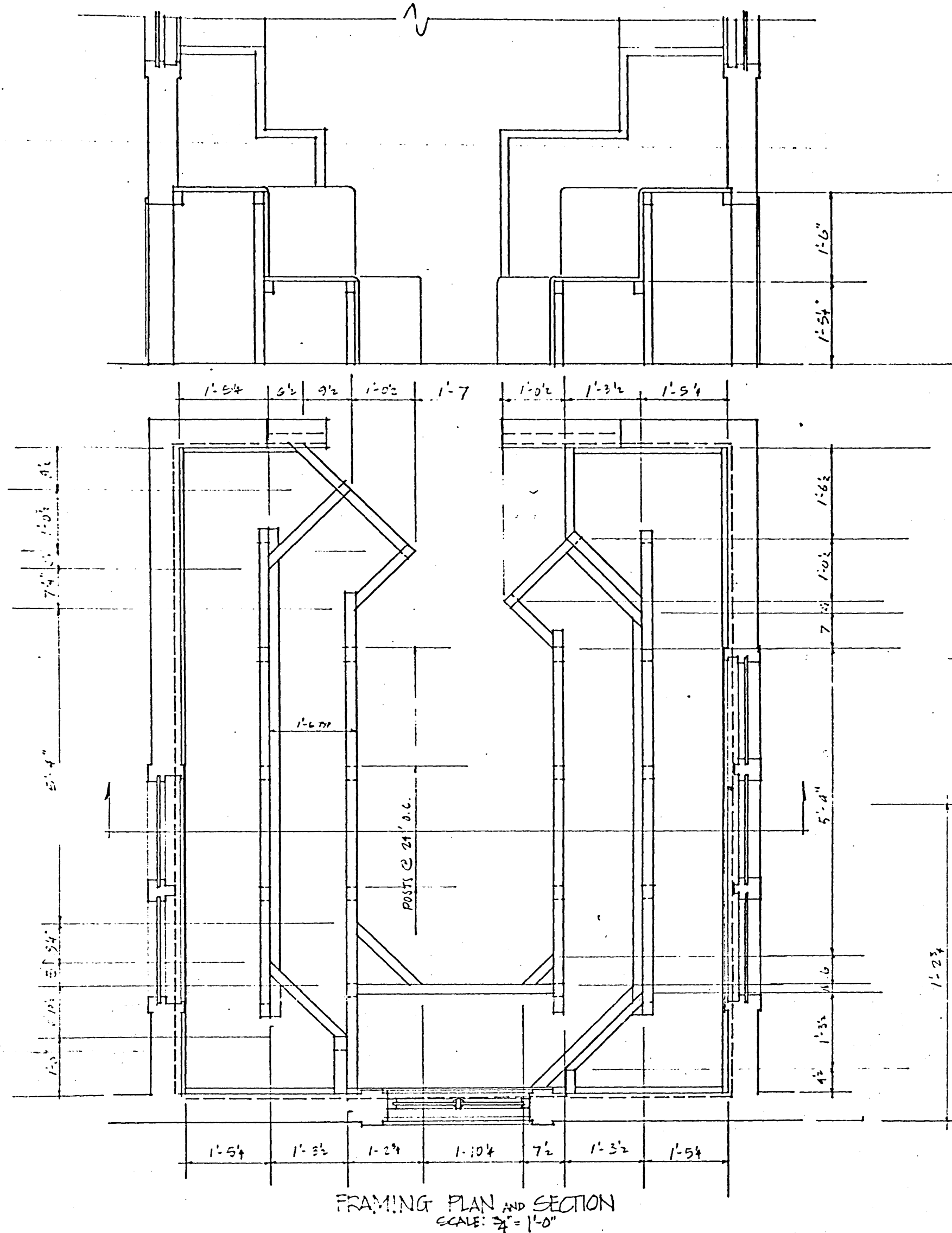
THIRD FLOOR RENOVATIONS

NO SCALE

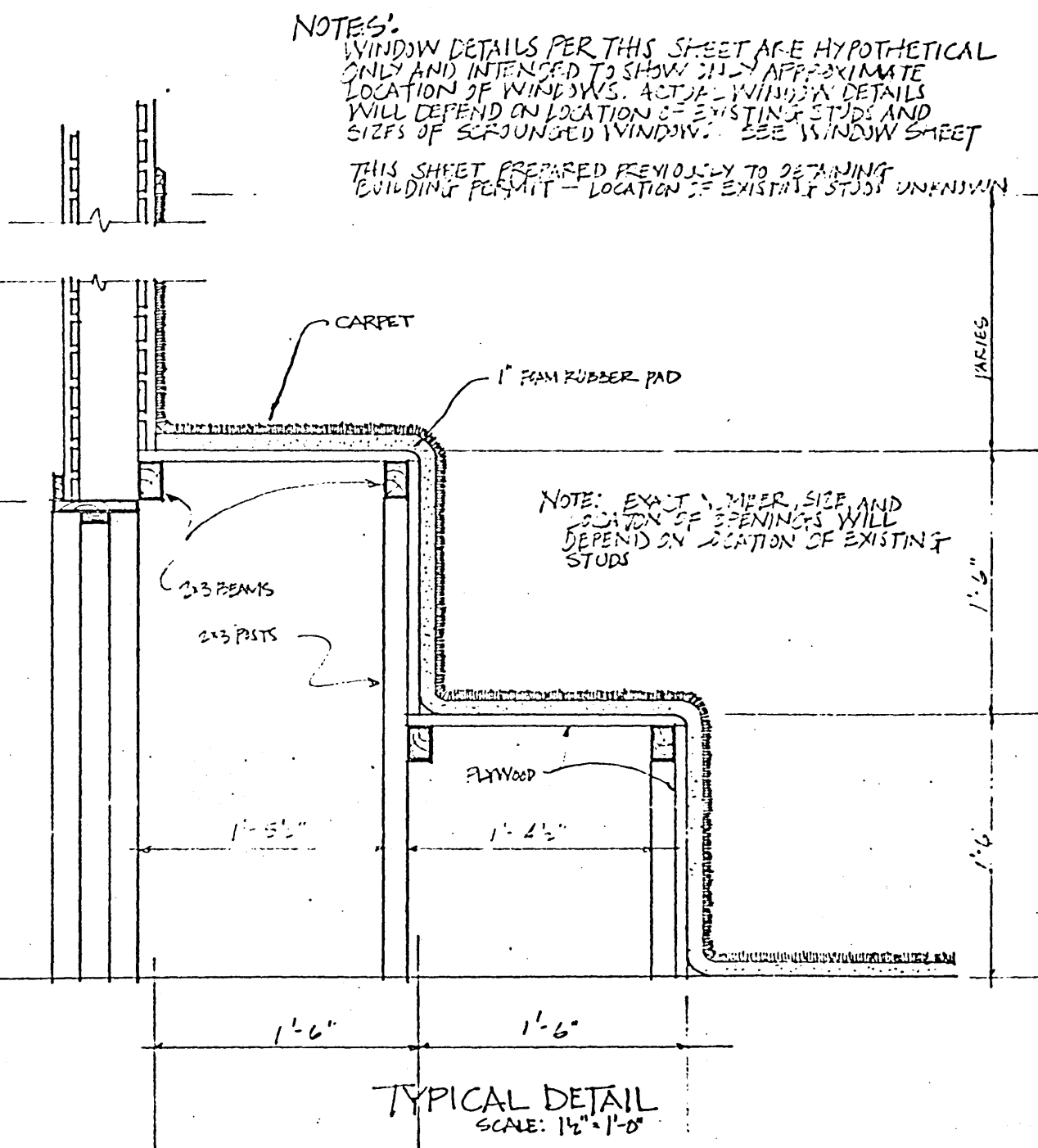
CRC school architecture/building project

PERSPECTIVES

LYNN CRC
THIRD FLOOR RENOVATIONS
CRC school architecture/building project
MEETING AREA SEATS & STORAGE
SCALE AS NOTED



| QTY | DESCRIPTION | DIMENSIONS | FUNCTIONS |
|--|--------------------|------------|-------------------|
| 52 YDS ² | CARPET | | CARPETING |
| 23 YDS ² | 1" FOAM RUBBER PAD | | CARPET PAD |
| 14 | 2x3 CONST. SR | 32 3/4 | POSTS UPPER SEATS |
| 10 | 2x3 CONST. SR | 14 3/4 | POSTS LOWER SEATS |
| 60 L.M.F.T. | " | | BEAMS UPPER SEATS |
| 46 L.M.F.T. | " | | BEAMS LOWER SEATS |
| 26 L.M.F.T. | 1x2 PINE | | WALL TRIM |
| 9 SHEETS | 3/4" PLYWOOD | 4x5 | SEATS / RISERS |
| NOTE: WINDOWS, WINDOW TRIM, AND CEILING TRIM NOT SHOWN SEE NOTES. | | | |
| MATERIAL | | | |



This and the following two sheets of details were the beginning of a set that was in progress when the project fell through.

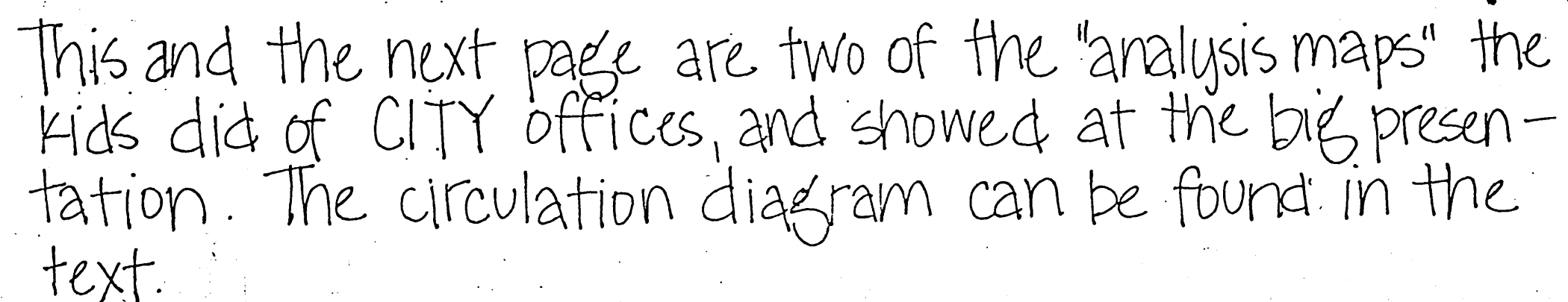
The image contains two hand-drawn architectural drawings of closet units, labeled 'SHELF UNIT' and 'CLOSET UNIT (DOORS NOT SHOWN)'.

SHELF UNIT: This drawing shows a tall, narrow unit with a height dimension of 8'-0" and a width dimension of 2'-0". It features a top section with 2x3 posts and 2x3 beams. The main body has shelves supported by 1x2 fascia. The bottom is finished with 1x6 base fascia. A label 'SHELF POSITION / NUMBER / FLEXIBLE' points to the shelf area.

CLOSET UNIT (DOORS NOT SHOWN): This drawing shows a similar unit with a height dimension of 8'-0" and a width dimension of 2'-0". It features a top section with 2x3 posts and 2x3 beams. The main body has shelves supported by 1x2 fascia. The bottom is finished with 1x6 base fascia. A label 'SHELF POSITION / NUMBER / FLEXIBLE' points to the shelf area.

Labels and Dimensions:

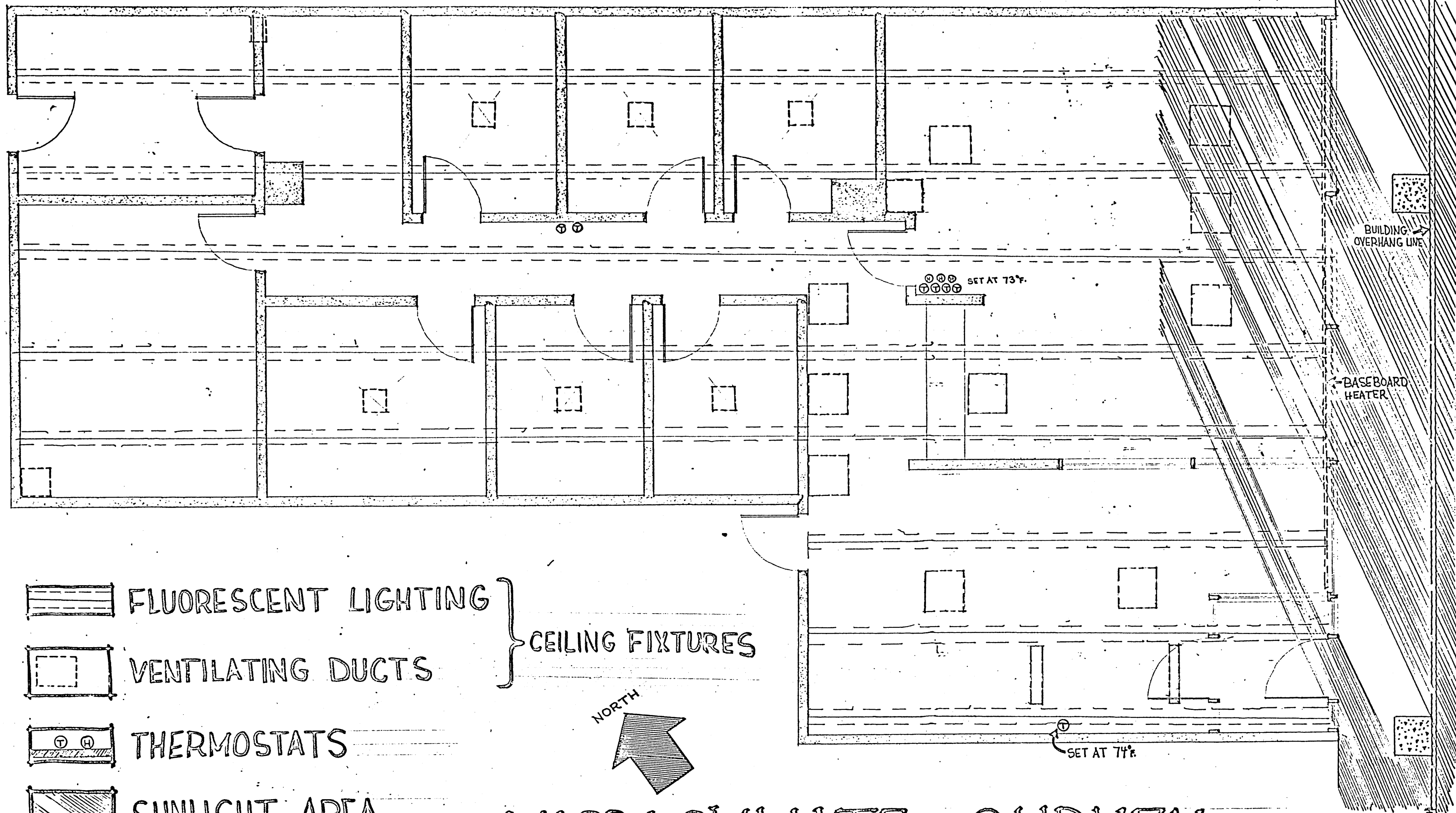
- 2x3 POSTS TYP. EA. CORNER (BOTH UNITS)
- 2x3 BEAMS TYP. ALL AROUND TYP. BOTH UNITS
- 1x3 FASCIA
- 1x2 FASCIA TYP. SHELF UNIT ONLY
- 1x6 BASE FASCIA TYP. BOTH UNITS
- 8'-0"
- 2'-0"
- SHELF POSITION / NUMBER / FLEXIBLE
- 1'-7 1/2"
- 0'-0"
- 0'-0"
- SHELF UNIT
- CLOSET UNIT (DOORS NOT SHOWN)



NOTE: This is a 50% reduction, so the scale is now $\frac{1}{4}" = 1'-0"$
this is true of all the drawings in the CITY section

scale: $\frac{1}{2}'' = 1'$

date:



MICROCLIMATE SURVEY

CITY STUDENT LOUNGE PROJECT

THE ARCHITECTURE COURSE

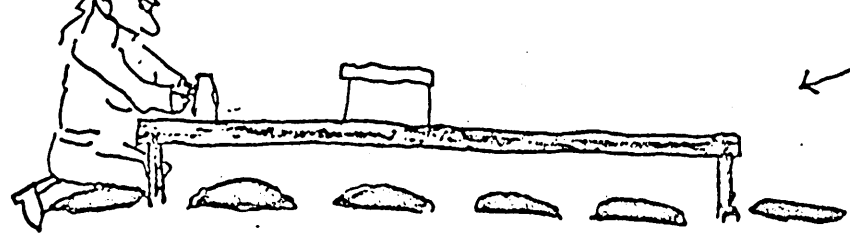
scale: $\frac{1}{2}''=1'$

date:

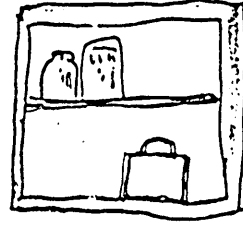
This and the next 8 pages is the "catalog of lounge activities." (there is another one in the text.) I have gone over some places where the Xerox has failed to reproduce some comments other students added.

EATING

COMMON EATING TABLES



FOOD STORAGE AREA



COOKING

HOT PLATE...
KITCHEN AREA

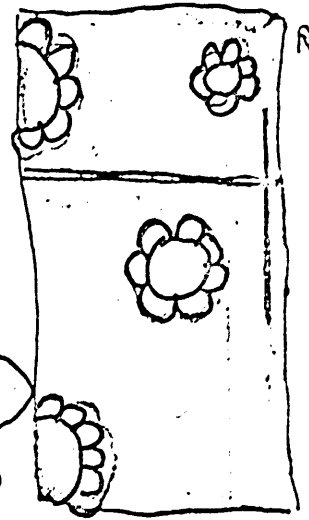
CAMP-TYPE
OVENS

How many
TABLES

SPACE

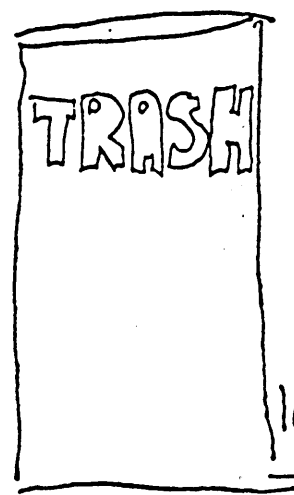
KIND OF TABLES

Do People
WANT TABLES?



REFRIGERATOR
SPACE

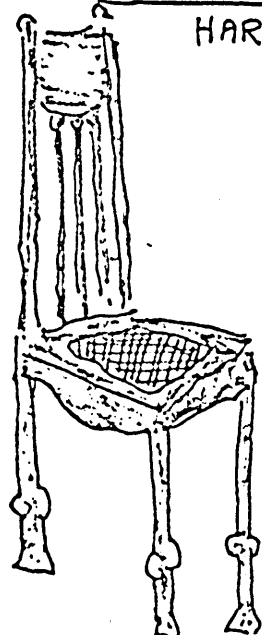
Small
LARGE
COMMON
PRIVATE
High
low



LARGE
TRASH
THINGS

CHAIRS

HARD, SOFT, PILLOWS
BANKETS,



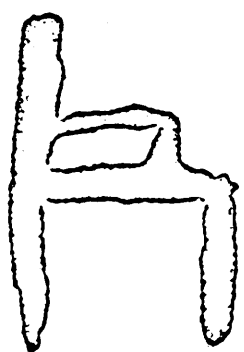
Something to wash dishes in.

Receptacles for holding plates, and ect, steadily
on the table.

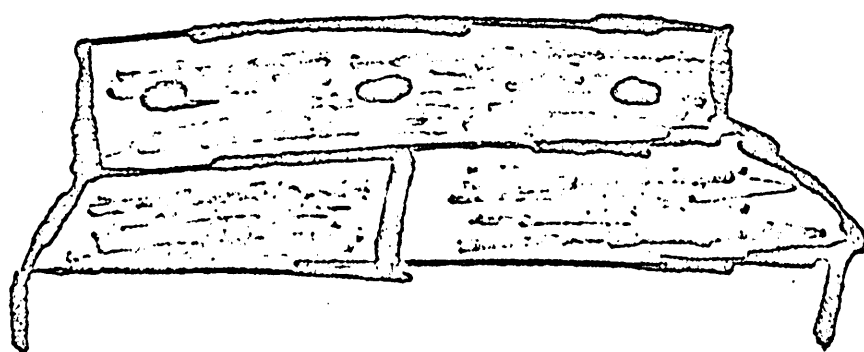
Bins of "staples" - flour, salt, etc -
so folks can cook + eat.

rocking chairs

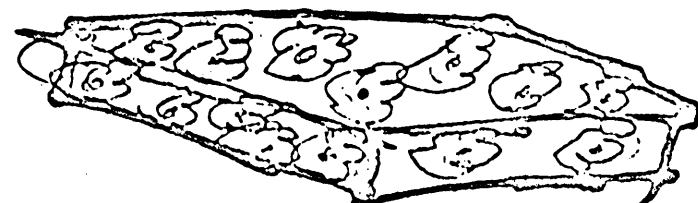
SITTING



chairs



couches

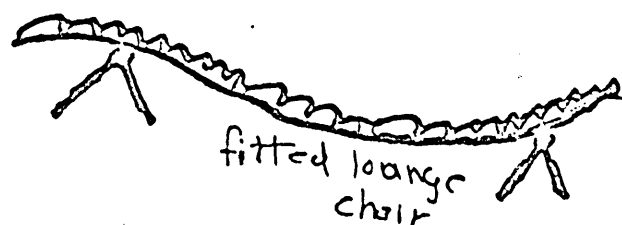


pillows

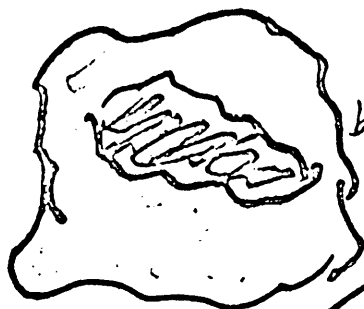
Comfortable - (soft, hard, long, high?!))

Plenty of space - (how many - 5-10-15-20....)

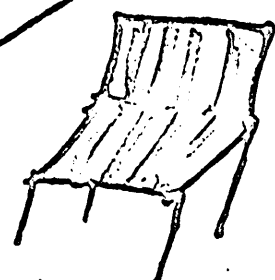
Something different



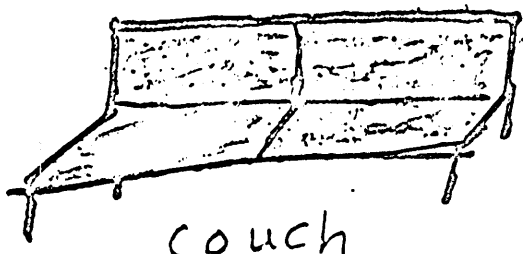
fitted lounge chair



bean bag chair



chair



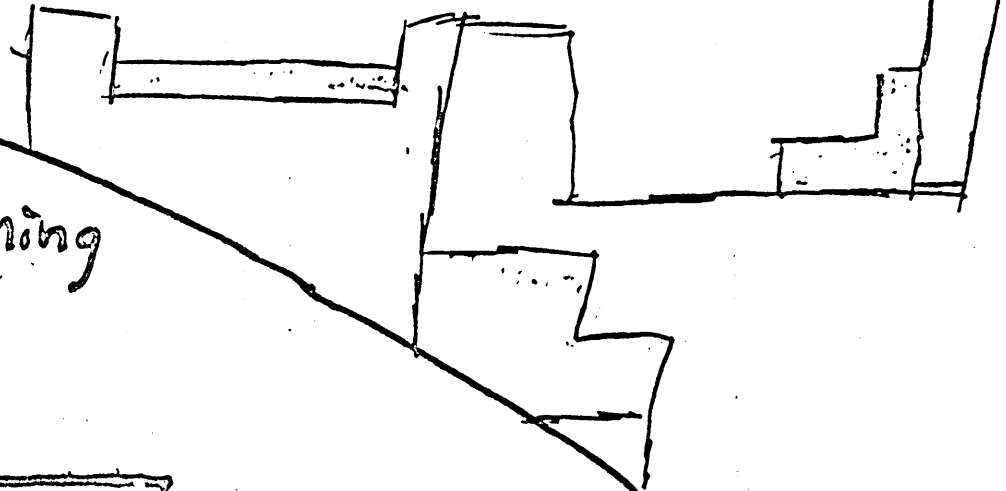
couch



Stool

Something normal

Something built in



your ideas here: All above ideas are excellent.

comfortable & soft ie. mattress (split levels?)

how about

sitting on kg.

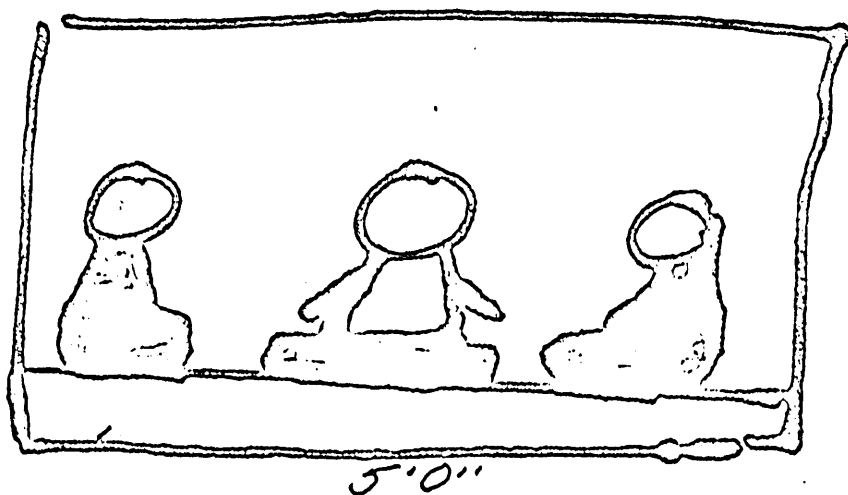
plan, is
cross and sitting
on it...!

PRIVATE CONVERSATION

NEEDS

NEAR Window?

Room for 2-3 people

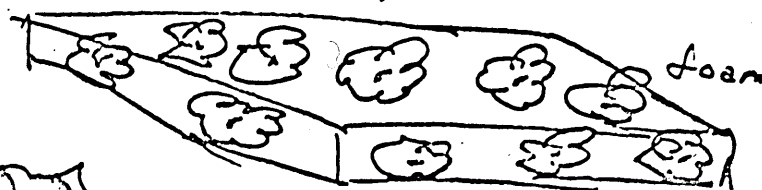


5'0"

5'0"

Materials

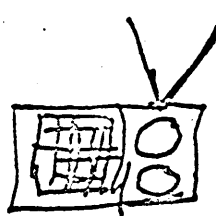
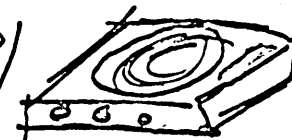
Soft pillows to sit on?
or foam?
or chairs?
or stools?



pillows

Private! Quiet! Comfortable!

Should it have access to music?!



yes

Do you need a table?

Ashttrays?



yes

Room to lie down?



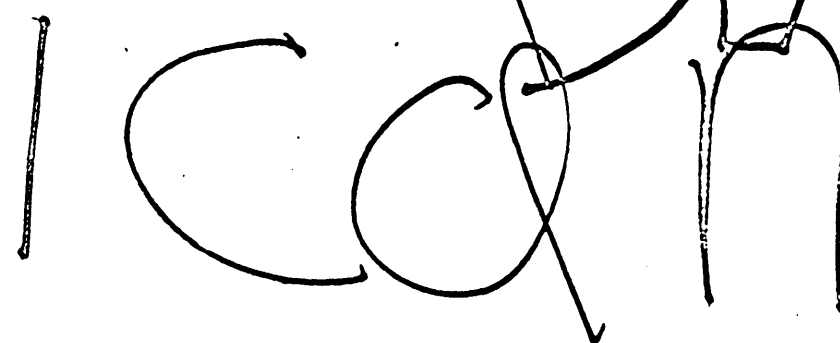
yes

Should this also be the sleeping area?

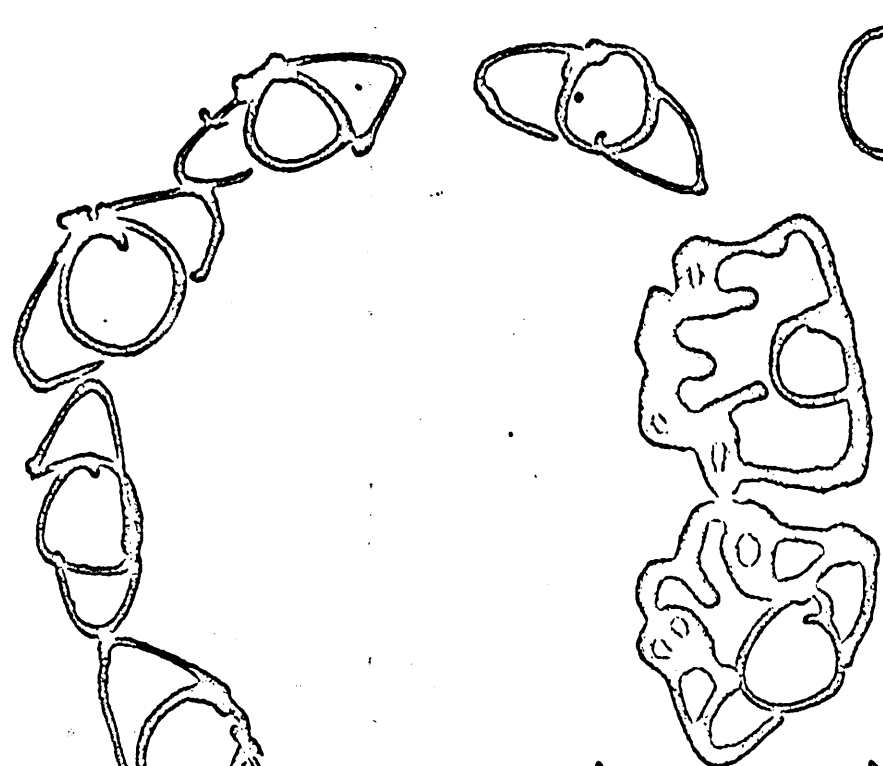
your ideas:

I agree with all above ideas.

Who can sleep in school?



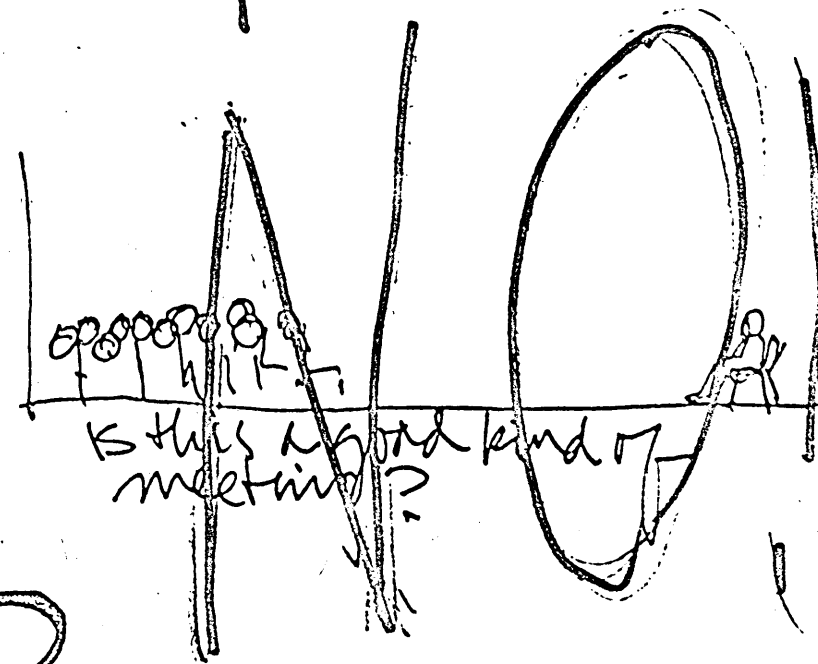
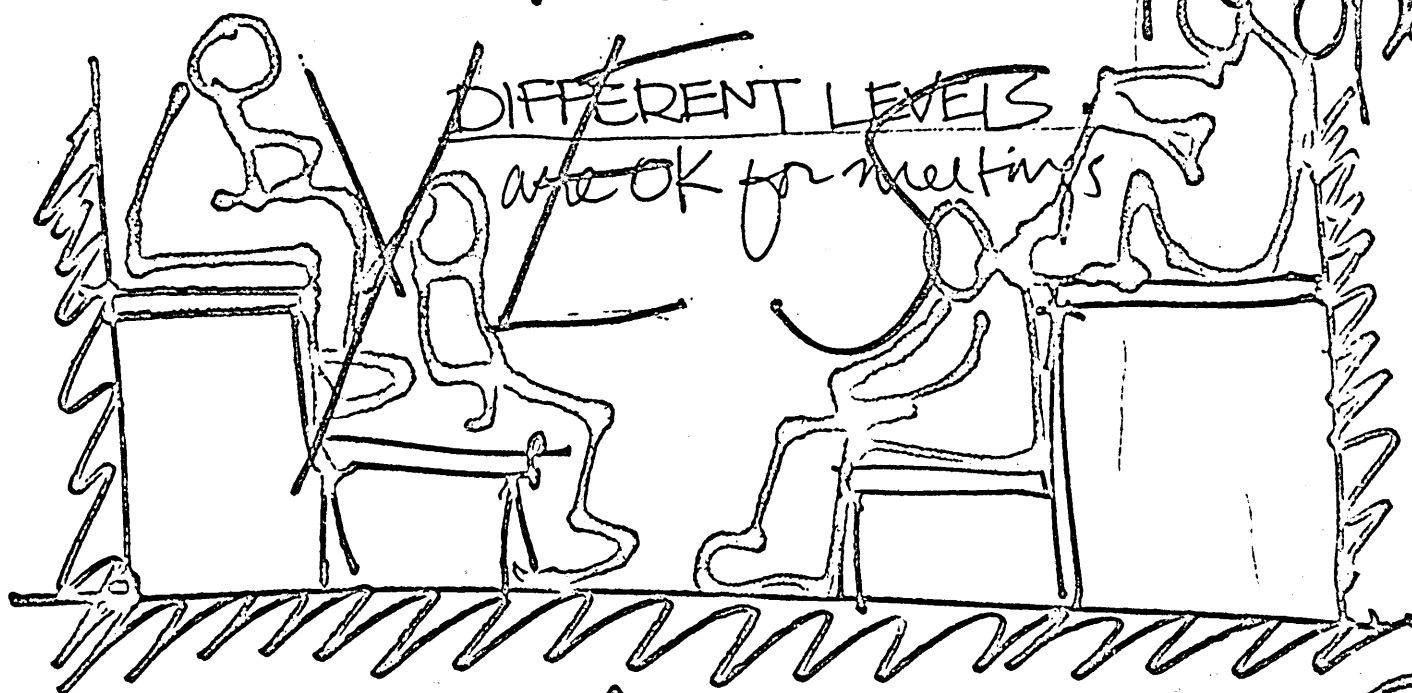
MEETING



CIRCLES

are good for meeting
- everybody should be
able to see everybody
else.

FOR A BIG meeting you need a BIG
open space



WHAT DO YOU THINK?

Through past experiences split levels
are by far the best. You can put split levels
in a circle and have both ideas in 1.

Lofts are A okay too (2).

MUSIC ♪

Bothering Other People
THAT WANT QUIET

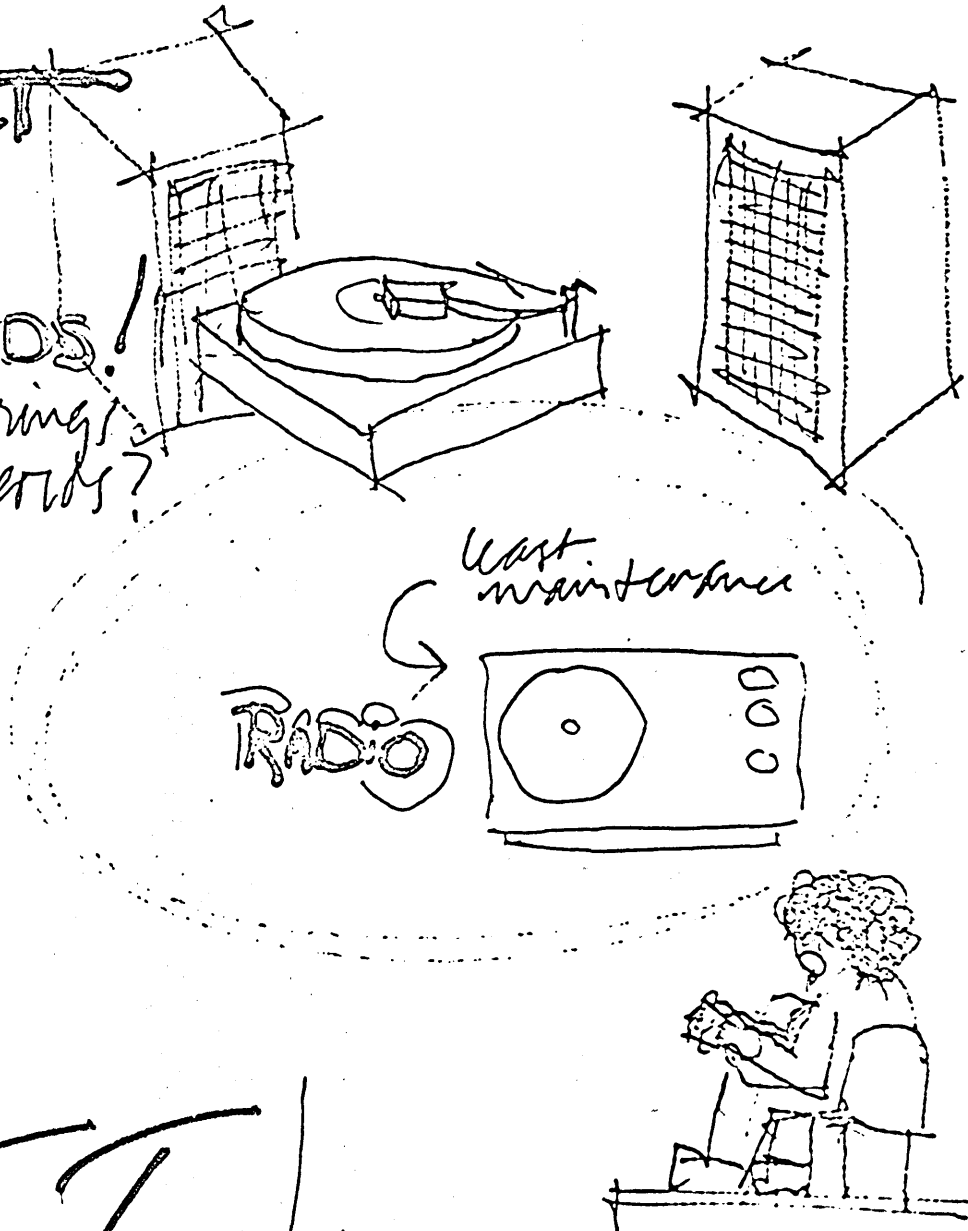
HEAD PHONES

this goes with
noisy public
activities like
eating
meeting
large group
conversations

MUSEE AREA

RECORDS!

who brings
the records?



COMFORT

THINGS TO SIT ON

see SITTING

LUTE BOX

LIVE MUSIC

maybe a stage??
what plays here?

WHAT KIND OF
MUSIC DO YOU
THINK IS BEST?

JAZZ MUSIC AND

Joni Mitchell
Judy Collins

SUGGESTIONS

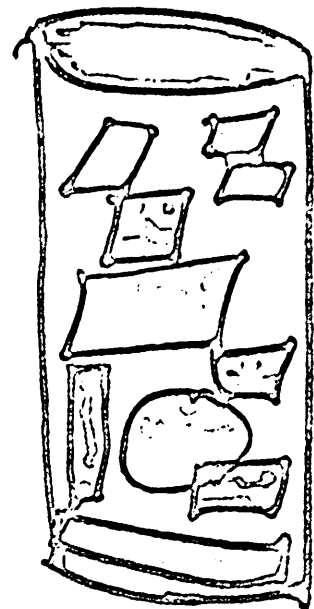
INFORMATION

Cork-

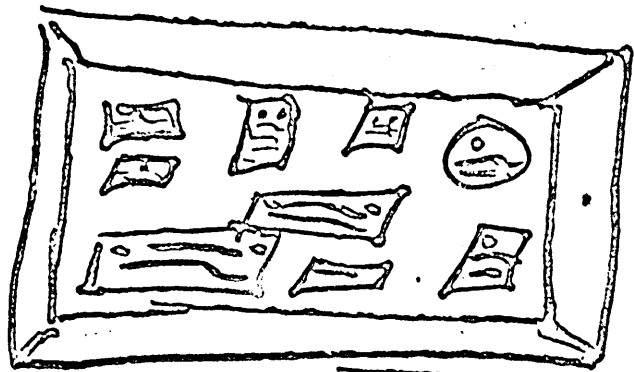
Bulletin board-

Chalk board-

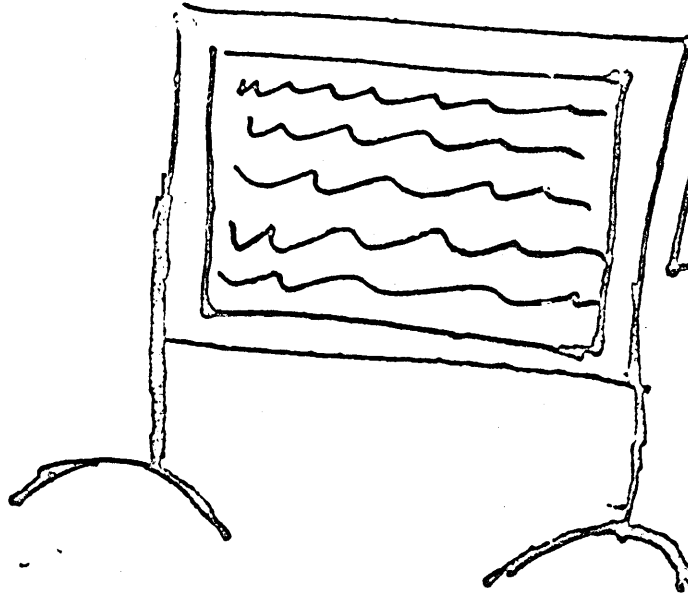
Trips!
Seminars!
Meetings!
Courses!
What do you
want to say?
something!



circular
tube



bulletin
board



black
board

DO
YOU
WANT

To know what's going on?

Tell people what you're doing?

What do you want?

→ a round one, not too big, & bulletin boards on wall?
(a round one, not too big, & bulliten bords on wall? (sic.))

STUDYING

what's that?

SSHMM

Quiet - Comfort

away from music
enclosed
near windows
highest level

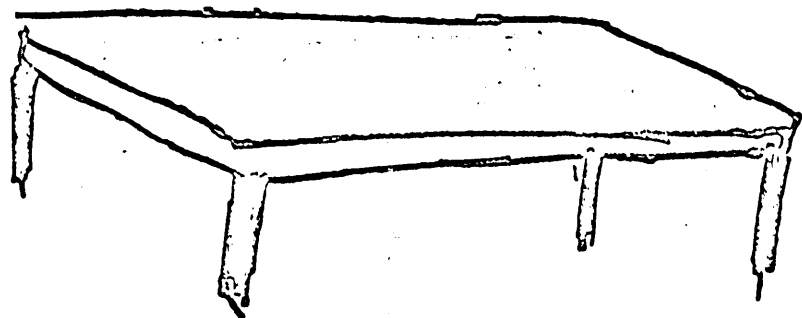
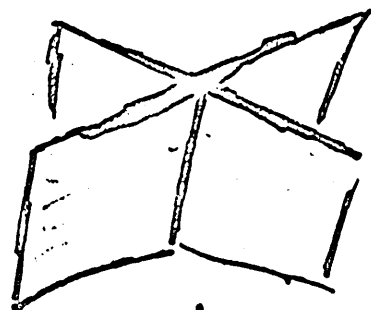
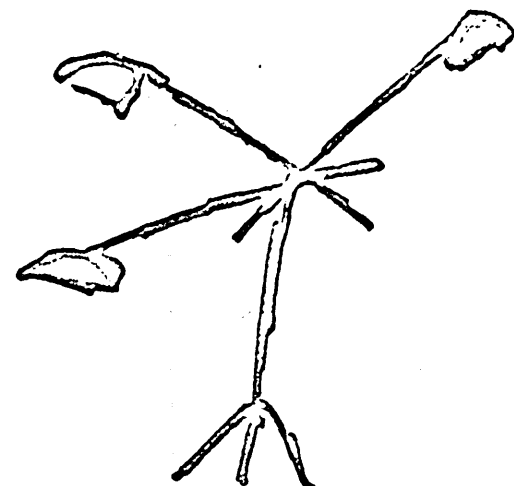


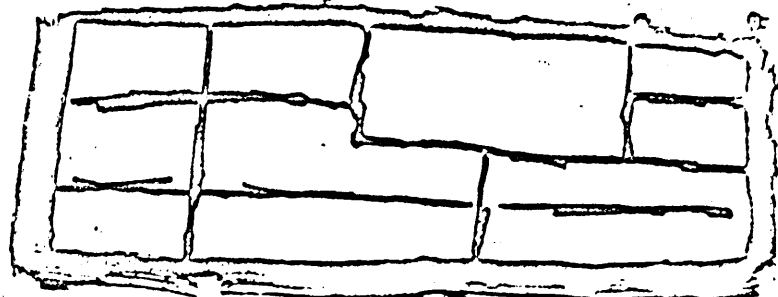
table + chairs



partitions
for tables



individual
lighting



Bookshelves

your ideas here: Good tables to work on.
supply of pens pencils + rulers ected.

CIRCULATION

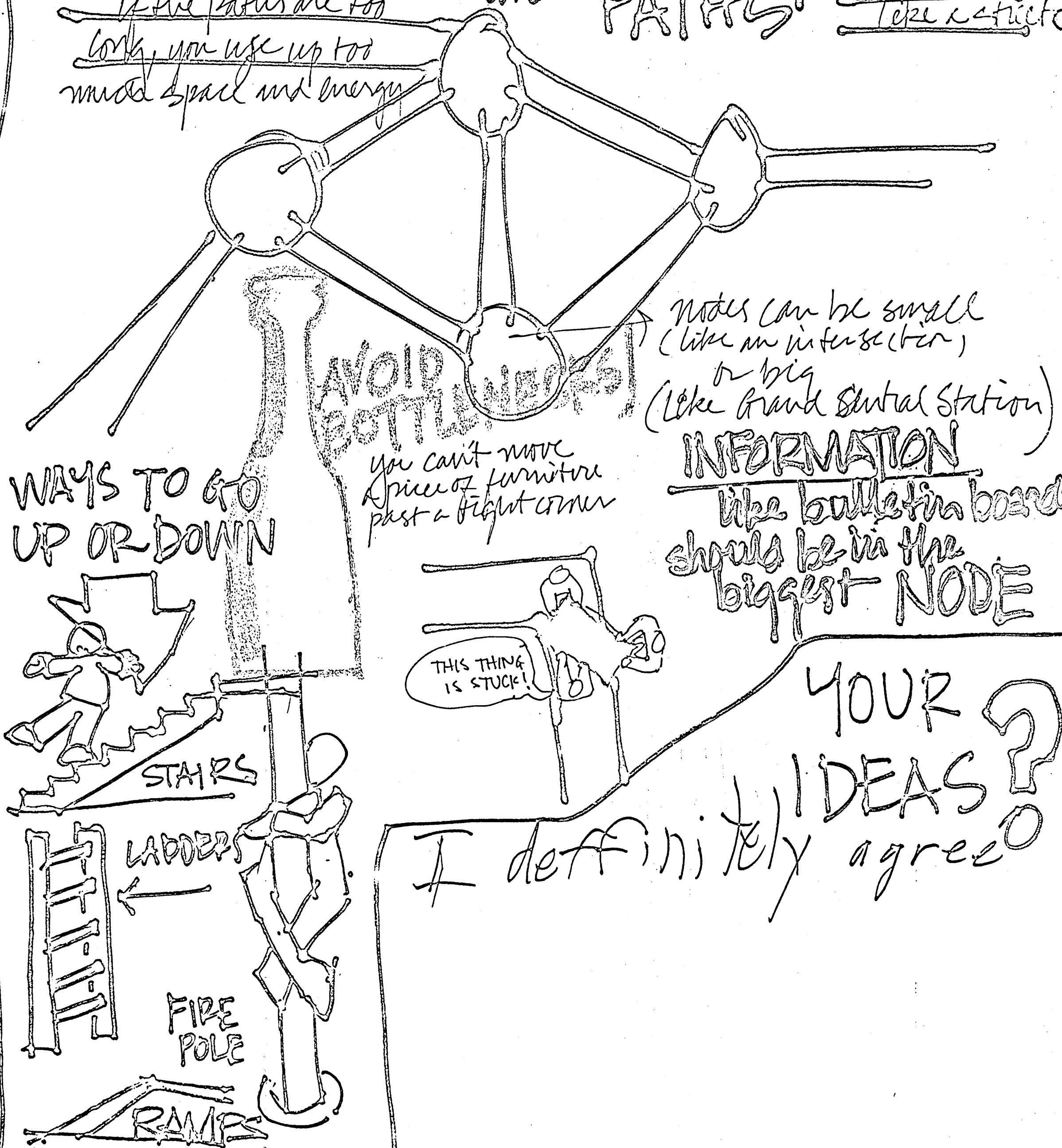
circulation is made up of **NODES** +

like an intersection

and **PATHS**

like a structure

if the paths are too long, you use up too much space and energy



?

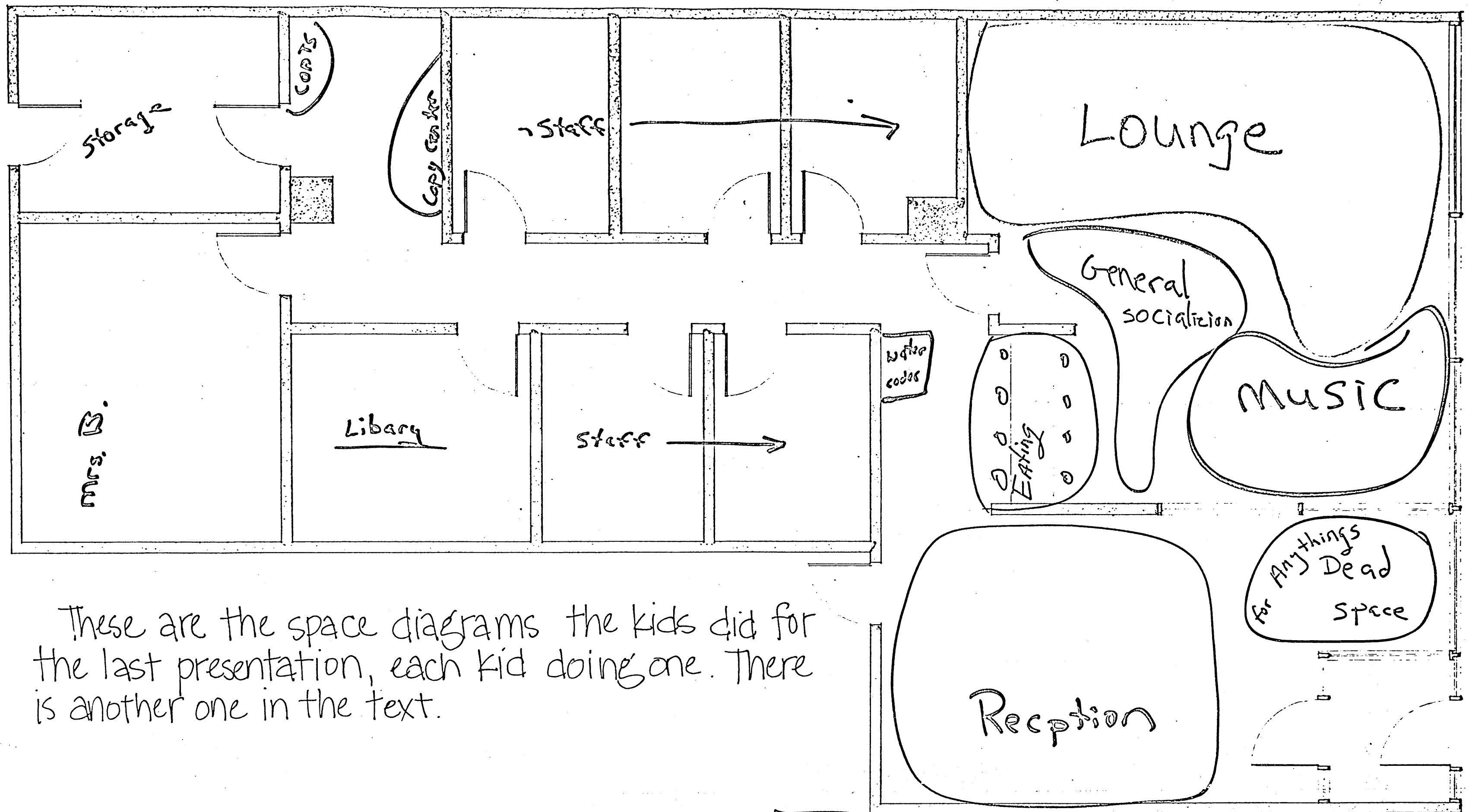
?

WHAT OTHER
KINDS OF THINGS
DO YOU DO IN A STUDENT LOUNGE?

Beep!

LOUNGE A BIGGER ROOM

PINBALL
MACHINES
(free ones!)



These are the space diagrams the kids did for the last presentation, each kid doing one. There is another one in the text.

Bubble
Diagram

103

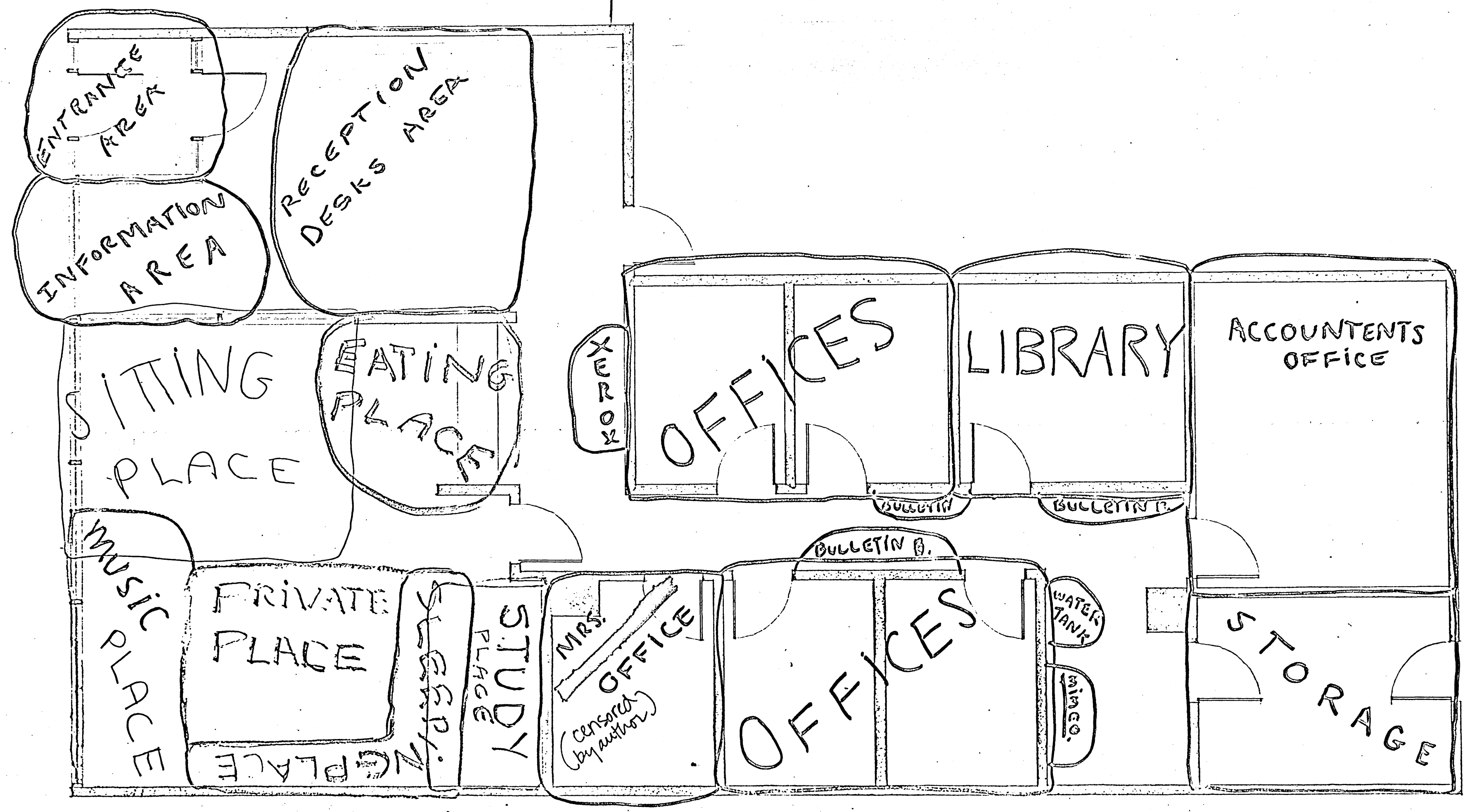
CITY STUDENT LOUNGE PROJECT

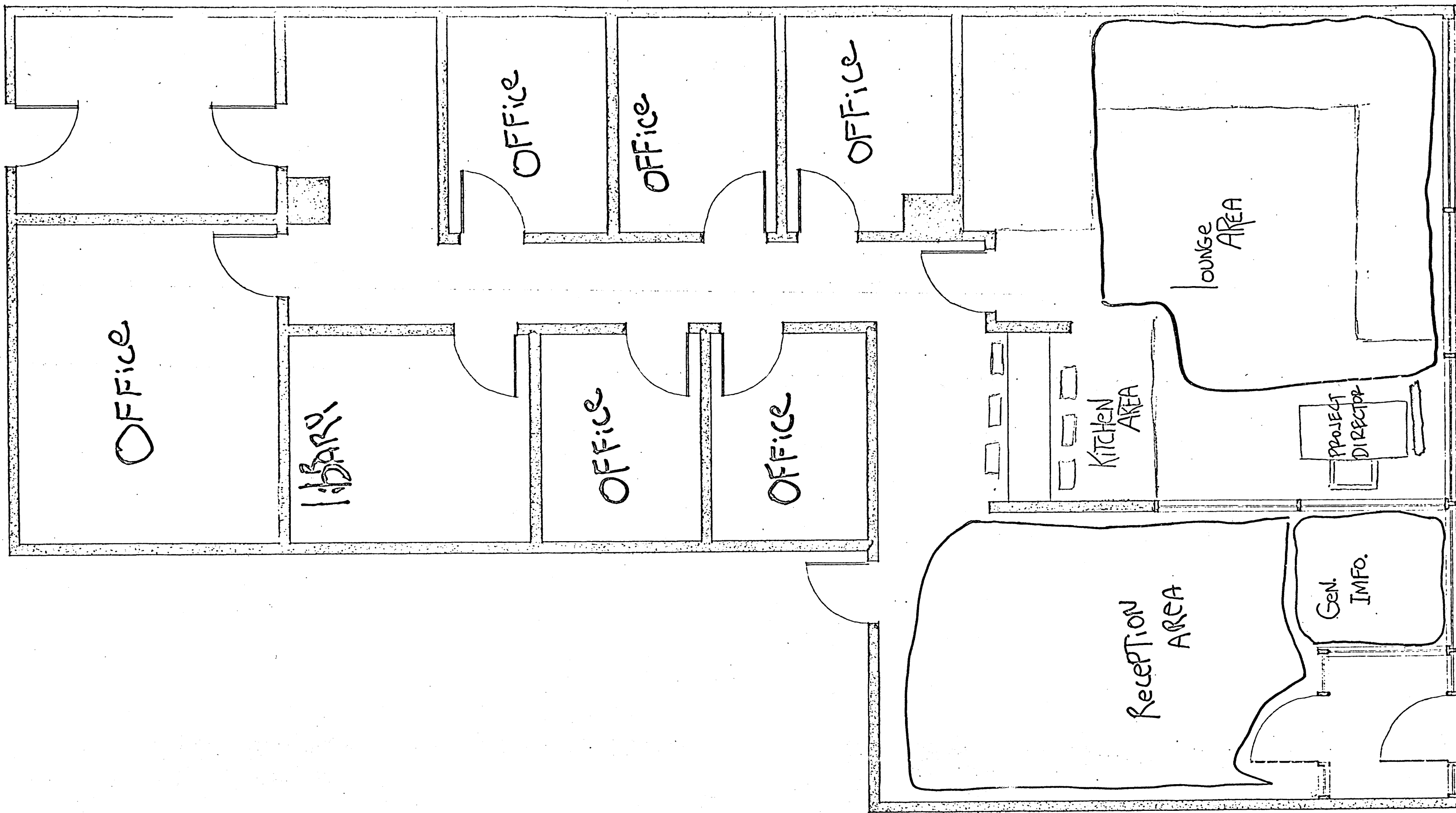
THE ARCHITECTURE COURSE

scale:

date:

Bubble Diagram





Bubble
Diagram